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ABSTRACT

The Georgia State Department of Education administers criterion-referenced tests to all fourth-, eighth-, and tenth-grade students enrolled in public schools throughout Georgia. The testing program was initiated in the spring of 1976 with the administration of criterion-referenced tests in reading, mathematics, and career development to students in grades 4 and 8. The program was extended to include reading and mathematics tests for tenth-grade students in 1978. The tests administered in 1981 to tenth-grade students were developed in response to revised statewide graduation requirements. The new tests, referred to as the Basic Skills Tests, measure competency in reading and mathematics. An additional area of problem solving is measured as a subskill of both reading and mathematics. The tests were first administered in the fall of 1981, after which the State Board of Education established the minimum passing score. Beginning with the tenth-grade class of 1982, all students must pass the test in order to receive a high school diploma. This report presents the results of the testing programs at the three grade levels during the 1982-83 school year. In addition to the results for Atlanta students, results also are presented for students throughout Georgia. (PN)

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RESULTS OF THE GEORGIA STATEWIDE TESTING PROGRAM FOR THE ATLANTA PUBLIC SCHOOLS 1982-83

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RESEARCH, EVALUATION, AND DATA PROCESSING
ATLANTA PUBLIC SCHOOLS
ATLANTA, GEORGIA

TM 830 683

Report No. 17-9, 8/83

Results of the Georgia Statewide Testing Program for the Atlanta Public Schools 1982-83

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August 1983

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INTRODUCTION

The Georgia State Department of Education administers criterion-referenced tests to all fourth-, eighth-, and tenth-grade students enrolled in public schools throughout Georgia. The testing program was initiated in the spring of 1976 with the administration of criterion-referenced tests in reading, mathematics, and career development to students in grades 4 and 8. The program was extended to include reading and mathematics tests for tenth-grade students in 1978.

Several changes have occurred since the program was originally implemented. A new form of the grade 8 reading and mathematics tests was administered in the spring of 1980. In 1981, both grade 4 and grade 10 tests were revised. In the spring of 1983, a third generation of the tests for grade 8 was unveiled and used statewide. This newest edition of the tests also included a revision of the objectives in both reading and mathematics, resulting in dropping a few objectives, adding a few, and combining objectives to reduce the total number of them.

The content covered by the revised fourth- and eighth-grade tests remained unchanged as well as the number of objectives. The relative emphasis given to certain objectives and the criterion levels for determining mastery of the objectives were changed, however, in the 1981 version of these tests. The revisions were made to reflect the changes in emphases and levels of performance that were occurring in classrooms throughout Georgia.

The tests administered in 1981 to tenth-grade students were developed in response to the State School Board Policy IHF, which pertains to revised statewide graduation requirements. The new tests, referred to as the Basic Skills Tests, measure competency in reading and mathematics. An additional area of problem solving is measured as a subskill of both reading and mathematics. The tests were first administered in the fall of 1981, after which the State Board of Education established the minimum passing score. Beginning with the tenth-grade class of 1982, all students must pass the test in order to receive a high school diploma.

This report presents the results of the testing programs at the three grade levels during the 1982-83 school year. In addition to the results for Atlanta students, results also are presented for students throughout Georgia, and in some instances, for students in the Metropolitan Educational Planning District (Metro EPD).[1]

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[1]The Metro EPD includes Atlanta City, Cobb County, Fulton County, Gwinnett County, DeKalb County, Douglas County, Clayton County, Rockdale County, Marietta City, and Decatur City.

FOURTH GRADE RESULTS

Performance by Objective

The 20 reading and 20 mathematics objectives measured by the Grade 4 Georgia Criterion-Referenced Tests (GCRT) are presented in Tables 1 and 2.

The percentages of students in Atlanta and throughout Georgia who demonstrated mastery of each reading objective and each mathematics objective are given in Tables 3 and 4. The difference in percentage of students mastering each objective from 1982 to 1983 is provided as well as the overall achievement by objective from 1981 through 1983.

Reading. From Table 3 it can be noted that gains were made in Atlanta on 13 of the 20 reading objectives in 1983. On 5 of the objectives, there was no gain; and on each of the remaining 2 objectives, there was a decline of 1 percentage point. The gains ranged from 1 percentage point on 5 of the objectives to 10 percentage points on Objective 19 (reads and comprehends a simple passage and draws conclusions, recognizes cause and effect relationships and/or the sequence of events). On objective 20, there was a gain of 3 percentage points, and the remaining gains were each 2 percentage points.

It can also be seen in Table 3 that there were gains in achievement on all 20 objectives in reading for fourth graders statewide. The State's gains in achievement were greater than those in Atlanta on 17 of the 20 objectives. On 2 of the objectives, Atlanta's gains were the same as the State's, and on only 1 objective (Objective 19) was Atlanta's gain greater than that of the State. The overall achievement gain in Atlanta was 1.40 percentage points compared to 3.75 percentage points for the State. This was a reversal from last year when Atlanta's overall gain in reading exceeded that of the State. Atlanta's gain was smaller this year compared to last year, whereas the State's gain was greater compared to last year.

Mathematics. The percentages presented in Table 4 indicate that gains in achievement were made by Atlanta students on 5 the 20 mathematics objectives. On 3 of the objectives, there was no gain; and on 12 of the objectives, there was a decline in achievement. The declines were relatively small—1 percentage point on 7 of the objectives, 2 percentage points on 4 of the remaining objectives, and 4 percentage points on 1 objective. The gains were also small—1 percentage point on 4 objectives, and 2 percentage points on 1 objective.

As can be seen in Table 4, there were overall gains in achievement throughout the State on all of the 20 objectives in mathematics. The statewide gains were greater than those in Atlanta on 19 of the 20 objectives. On one objective, the gains were equal. Overall, there was an average decline of 0.65 in Atlanta on the 20 objectives compared to an overall gain of 3.50 throughout the State. As in reading, this was a reversal from last year when Atlanta's overall gain in mathematics exceeded that of the State. The State's gain this year was more than three times greater than last year.

Overall, the percentage of students mastering the reading objectives was greater than the percentage mastering the mathematics objectives both in Atlanta and throughout Georgia. For both groups, the gains were greater in reading than in mathematics, a reversal from last year.

Rank Order of Objectives

Tables 5 and 6 present the rank orders of the reading and mathematics objectives, respectively. The objectives are listed in rank order according to the percentage of students in Atlanta who mastered each objective during the 1983 testing program. For each objective, the percentage of students throughout Georgia mastering each objective also is given as well as the difference in percentage of mastery between Atlanta and Georgia.

Reading. The results of a Spearman rank-order correlation ($r_s = .93$, $p < .001$) indicate that the rank order of the objectives was similar for students in Atlanta and students throughout Georgia. The rank order of the objectives for Atlanta students also was correlated significantly with the difference in mastery levels for Atlanta and Georgia students ($r_s = .82$, $p < .001$). That is, the level of mastery for Atlanta students was closer to the level of mastery for Georgia students on the highest ranking (easiest) objectives. Conversely, the greatest discrepancy in mastery levels for Atlanta and Georgia students occurred on the lowest ranking (most difficult) objectives.

The highest level of mastery for students in Atlanta and throughout Georgia was on Objective 2 (identifies sounds of beginning consonants or two-letter combinations of consonants). More than 90 percent of the students in both groups demonstrated mastery of that objective.

The lowest level of mastery for both groups occurred on Objective 13 (reads short selections and identifies which statements are facts, and which express the writer's opinions). Only 43 percent of the students in Atlanta demonstrated mastery of the objective.

In Atlanta, mastery levels for the reading objectives ranged from 43 to 91 percent. The corresponding range for students throughout Georgia was 61 to 97 percent.

Mathematics. The rank orders of the mathematics objectives for students in Atlanta and throughout Georgia, respectively, were correlated significantly ($r_s = .95$, $p < .001$). That is, the objectives with the highest mastery level for Atlanta students tended to be the objectives with the highest mastery level for students throughout Georgia as well. The correlation of the rank order of objectives for Atlanta students with the difference between mastery level in Atlanta and Georgia also was significant ($r_s = .76$, $p < .001$). In other words, the difference in the level of mastery for Atlanta and Georgia students tended to be less for the highest ranking (easiest) objectives and greater for the lowest ranking (most difficult) objectives.

In mathematics, the level of mastery for students in Atlanta ranged from 41 to 81 percent. The corresponding range for students throughout Georgia was 63 to 93 percent.

Students in Atlanta and throughout Georgia demonstrated the highest level of mastery in mathematics on Objective 1 (shows that the number of objects in one set is the same as or is not the same as the number in another set. . .). In Atlanta, 81 percent of the students mastered that objective compared to 93 percent of the students throughout Georgia. Atlanta students performed equally as well on Objective 11 (makes diagrams, tables, graphs, or other written records of relations. . .), again with 81 percent of the students demonstrating mastery. This objective was ranked record for students throughout the State.

The lowest level of mastery for both groups occurred on Objective 14 (states the relation between points or between geometric figures, such as points inside or outside a closed curve or a line parallel to another line). Only 41 percent of the students in Atlanta demonstrated mastery of that objective.

Skill Areas

The 20 reading and the 20 mathematics objectives, respectively, have been grouped into six skill areas. Which objectives are grouped into which skill area is shown in the column headings in Tables 9 and 10. The performance by skill area is shown in Table 7.

From Table 7, it can be seen that the highest level of performance for Atlanta and Georgia in 1981, 1982, and 1983 on the reading skills occurred in relation to Vocabulary. Throughout Georgia in 1983, 94 percent of the fourth-grade students demonstrated mastery of the average objective in the Vocabulary skill area compared to 84 percent of the fourth graders in Atlanta.

The lowest level of performance for Atlanta and Georgia occurred on Study Skills. In 1983, 74 percent of the students statewide demonstrated mastery of that skill area compared to 55 percent of the students in Atlanta.

In mathematics, the highest level of performance for all three years was on Relations and Functions for Atlanta and the State as a whole. Statewide, slightly more than 88 percent of the students demonstrated mastery of that skill area in 1983 compared to just over 78 percent of Atlanta students.

The lowest level of performance was in the area of Measurement for Atlanta students. Only a little more than one-half of Atlanta students demonstrated mastery of that skill area compared to 75 percent of the students throughout Georgia.

Scale Scores

The mean scale scores presented in Table 8 reflect the same trends reported in the previous sections. Reading scores were higher than mathematics scores for students in Atlanta and throughout Georgia. Atlanta scores were lower than Georgia scores in all areas. Further, students statewide made gains from 1982 to 1983 in all areas, whereas Atlanta students showed losses in two mathematics areas, with no gain in the third mathematics area. Atlanta students showed an appreciable gain in inferential comprehension, as did students throughout the State.

Other Comparisons

Tables 9 through 12 are reprints of summary reports provided by the State Department of Education. The percentages of students by school achieving each of the reading and mathematics objectives are presented in Tables 9 and 10, respectively. The relative performances of Atlanta, Metro EPD, and Georgia students on the reading objectives are presented in Table 11. The corresponding comparisons for the mathematics objectives are given as Table 12.

TABLE 1

GEORGIA CRITERION-REFERENCED TESTS (GCRT)
GRADE 4 READING OBJECTIVES

No.	Objective
1:	Distinguishes between sentence fragments and complete sentences.
2:	Identifies sounds of beginning consonants or two-letter combinations of consonants.
3:	Identifies the sounds of long vowels and of short vowels in one- and two-syllable words.
4:	Identifies number of syllables in a word and divides words into syllables.
5:	Identifies sounds that vowels have when they appear before "L," "W," and "R," and distinguishes between the two different sounds of "C" and "G."
6:	Selects the appropriate words such as "here," "under," "beside," "around," "above" to indicate position or location.
7:	Identifies contractions and abbreviations and the words they represent.
8:	Selects appropriate verbs or adjectives which complete sentences.
9:	Selects appropriate meaning for the following word endings: "S," "ES," "IES," "ING," "ED," "LY," "ER," and "EST."
10:	Recognizes simple vocabulary words instantly when seen, without having to analyze them in order to pronounce them.
11:	Matches symbols and pronouns to the things, ideas, or persons that they represent.
12:	Reads short selections and identifies the main idea and supporting details.
13:	Reads short selections and identifies which statements are facts, and which express the writer's opinions.
14:	Arranges groups of objects or ideas into simple categories.
15:	Arranges words in order, from the most general to the most specific.
16:	Reads a simple selection, identifies "heroes," "villains," other main characters, and the setting.
17:	Distinguishes between the obvious (literal) and implied (figural) meanings in simple statements.
18:	Alphabetizes words according to the first two letters, and uses dictionaries and tables of contents to locate specific information.
19:	Reads and comprehends a simple passage and draws conclusions, recognizes cause and effect relationships and/or the sequence of events.
20:	Recognizes the correct use of basic punctuation marks and recognizes how punctuation can change the meaning of a sentence.

TABLE 2

GEORGIA CRITERION-REFERENCED TESTS (GCRT)
GRADE 4 MATHEMATICS OBJECTIVES

No.	Objective
1:	Shows that the number of objects in one set is the same as or is not the same as the number in another set; counts by ones, twos, threes, fives, tens, hundreds.
2:	Expresses names of numbers, including whole numbers, fractions and decimal fractions, in various ways.
3:	Reads and writes names of numbers through one million.
4:	Tells which arithmetic operation is appropriate to a given problem situation.
5:	Recalls any of the addition and subtraction facts, and any of the multiplication and division facts through products to 50.
6:	Applies and recognizes use of the properties of numbers and properties of operations without emphasis on the use of words.
7:	Adds and subtracts with numerals up to four digits (with regrouping).
8:	Multiplies a three-digit number, and divides a three-digit number by a one-digit number (with or without remainder).
9:	States the relations of a given set of elements; states pairs of elements for a given relation.
10:	Sorts and classifies objects by similarities or differences.
11:	Makes diagrams, tables, graphs, or other written records of relations (ordered pairs).
12:	Names and identifies standard geometric shapes.
13:	Selects from given geometric shapes a shape which matches one that has been turned around, flipped over, moved sideways, stretched or shrunk.
14:	States the relation between points or between geometric figures, such as points inside and outside a closed curve or a line parallel to another line.
15:	Selects a unit of measure appropriate to a situation in which time, weight, length, area, volume, temperature, or money is measured.
16:	Finds to the nearest number of units a measurement of time, weight, length, area, volume, temperature, or money.
17:	Makes estimates of measurements and makes comparisons.
18:	Collects information and makes tables, charts, and graphs of data gathered.
19:	Reads tables, charts, and graphs of information and draws inferences from the information.
20:	Specifies outcomes that are more likely, less likely, equally likely, or not likely to occur, from a given set of possible outcomes.

TABLE 3

PERCENTAGE OF STUDENTS ACHIEVING EACH
READING OBJECTIVE
GRADE 4

Objective	Atlanta				Georgia			
	1981	1982	1983	1983-82	1981	1982	1983	1983-82
1	75	77	77	0	80	81	84	+3
2	90	91	91	0	95	96	97	+1
3	75	77	76	-1	86	87	89	+2
4	78	80	82	+2	86	87	90	+3
5	65	68	67	-1	80	80	84	+4
6	79	81	82	+1	90	90	92	+2
7	73	75	76	+1	85	87	90	+3
8	86	88	89	+1	95	95	96	+1
9	51	54	56	+2	72	72	77	+5
10	81	84	84	0	92	92	94	+2
11	46	50	52	+2	59	61	67	+6
12	70	72	74	+2	84	84	88	+4
13	40	42	43	+1	53	55	61	+6
14	76	79	81	+2	90	91	93	+2
15	74	76	76	0	79	81	84	+3
16	53	55	55	0	65	66	71	+5
17	70	74	76	+2	85	86	89	+3
18	49	54	55	+1	66	68	74	+6
19	62	65	75	+10	77	79	88	+9
20	53	56	59	+3	62	63	68	+5
Overall Achievement by Objective	67.30	69.90	71.30	+1.40	79.05	80.05	83.80	+3.75

TABLE 4

PERCENTAGE OF STUDENTS ACHIEVING EACH
MATHEMATICS OBJECTIVE
GRADE 4

Objective	Atlanta				Georgia			
	1981	1982	1983	1983-82	1981	1982	1983	1983-82
1	78	80	81	+1	91	91	93	+2
2	67	71	71	0	82	83	87	+4
3	53	58	57	-1	66	68	73	+5
4	50	54	52	-2	68	69	72	+3
5	72	76	75	-1	86	87	89	+2
6	54	62	61	-1	66	67	71	+4
7	65	69	65	-4	81	82	84	+2
8	45	53	51	-2	59	61	67	+6
9	75	78	78	0	84	84	87	+3
10	74	76	76	0	83	84	87	+3
11	76	79	81	+2	88	89	91	+2
12	58	60	61	+1	73	74	78	+4
13	66	70	69	-1	79	81	84	+3
14	39	43	41	-2	56	59	63	+4
15	43	47	46	-1	65	65	69	+4
16	56	55	56	+1	71	69	74	+5
17	62	65	64	-1	78	79	82	+3
18	66	69	70	+1	80	81	85	+4
19	61	66	65	-1	78	80	84	+4
20	73	76	74	-2	78	80	83	+3
Overall Achievement by Objective	61.65	65.35	64.70	-0.65	75.60	76.65	80.15	+3.50

TABLE 5

PERCENTAGE OF GRADE 4 STUDENTS MASTERING EACH READING OBJECTIVE IN RANK ORDER BY ATLANTA 1983 RESULTS

No.	Objective	Percent of Students		
		Atlanta	Georgia	A-G
2:	Identifies sounds of beginning consonants or two-letter combinations of consonants.	91	97	-6
8:	Selects appropriate verbs or adjectives which complete sentences.	89	96	-7
10:	Recognizes simple vocabulary words instantly when seen, without having to analyze them in order to pronounce them.	84	94	-10
6:	Selects the appropriate words such as "here," "under," "beside," "around," "above" to indicate position or location.	82	92	-10
4:	Identifies number of syllables in a word and divides words into syllables.	82	90	-8
14:	Arranges groups of objects or ideas into simple categories.	81	93	-12
1:	Distinguishes between sentence fragments and complete sentences.	77	84	-7
3:	Identifies the sounds of long vowels and of short vowels in one- and two-syllable words.	76	89	-13
15:	Arranges words in order, from the most general to the most specific.	76	84	-8
7:	Identifies contractions and abbreviations and the words they represent.	76	90	-14
17:	Distinguishes between the obvious (literal) and implied (figural) meanings in simple statements.	76	89	-13
19:	Reads and comprehends a simple passage and draws conclusions, recognizes cause and effect relationships and/or the sequence of events.	75	88	-13
12:	Reads short selections and identifies the main idea and supporting details.	74	88	-14
5:	Identifies sounds that vowels have when they appear before "L," "W," and "R," and distinguishes between the two different sounds of "C" and "G."	67	84	-17
20:	Recognizes the correct use of basic punctuation marks and recognizes how punctuation can change the meaning of a sentence.	59	68	-9
9:	Selects appropriate meaning for the following word endings: "S," "ES," "IES," "ING," "ED," "LY," "ER," and "EST."	56	77	-21
16:	Reads a simple selection, identifies "heroes," "villains," other main characters, and the setting.	55	71	-16
18:	Alphabetizes words according to the first two letters, and uses dictionaries and tables of contents to locate specific information.	55	74	-19
11:	Matches symbols and pronouns to the things, ideas, or persons that they represent.	52	67	-15
13:	Reads short selections and identifies which statements are facts, and which express the writer's opinions.	43	61	-18

TABLE 6

PERCENTAGE OF GRADE 4 STUDENTS MASTERING EACH MATHEMATICS OBJECTIVE IN RANK ORDER BY ATLANTA 1983 RESULTS

No.	Objective	Percent of Students		
		Atlanta	Georgia	A-G
1:	Shows that the number of objects in one set is the same as or is not the same as the number in another set; counts by ones, twos, threes, fives, tens, hundreds.	81	93	-12
11:	Makes diagrams, tables, graphs, or other written records of relations (ordered pairs).	81	91	-10
9:	States the relations of a given set of elements; states pairs of elements for a given relation.	78	87	-9
10:	Sorts and classifies objects by similarities or differences.	76	87	-11
5:	Recalls any of the addition and subtraction facts, and any of the multiplication and division facts through products to 50.	75	89	-14
20:	Specifies outcomes that are more likely, less likely, equally likely, or not likely to occur, from a given set of possible outcomes.	74	83	-9
2:	Expresses names of numbers, including whole numbers, fractions and decimal fractions, in various ways.	71	87	-16
18:	Collects information and makes tables, charts, and graphs of data gathered.	70	85	-15
13:	Selects from given geometric shapes a shape which matches one that has been turned around, flipped over, moved sideways, stretched or shrunk.	69	84	-15
7:	Adds and subtracts with numerals up to four digits (with regrouping).	65	84	-19
19:	Reads tables, charts, and graphs of information and draws inferences from the information.	65	84	-19
17:	Makes estimates of measurements and makes comparisons.	64	82	-18
6:	Applies and recognizes use of the properties of numbers and properties of operations without emphasis on the use of words.	61	71	-10
12:	Names and identifies standard geometric shapes.	61	78	-17
3:	Reads and writes names of numbers through one million.	57	73	-16
16:	Finds to the nearest number of units a measurement of time, weight, length, area, volume, temperature, or money.	56	74	-22
4:	Tells which arithmetic operation is appropriate to a given problem situation.	52	72	-20
8:	Multiplies a three-digit number, and divides a three-digit number by a one-digit number (with or without remainder).	51	67	-16
15:	Selects a unit of measure appropriate to a situation in which time, weight, length, area, volume, temperature, or money is measured.	46	69	-23
14:	States the relation between points or between geometric figures, such as points inside and outside a closed curve or a line parallel to another line.	41	63	-22

TABLE 7

PERFORMANCE BY SKILL AREA
GRADE 4 READING AND MATHEMATICS, 1981-83

A. Percentage of Students Achieving Objectives in Each Reading Skill Area:

Skill Area	Atlanta				Georgia			
	1981	1982	1983	1983-82	1981	1982	1983	1983-82
Vocabulary	81.00	84.00	84.00	0.00	92.00	92.00	94.00	+2.00
Classification	75.00	77.50	78.50	+1.00	84.50	86.00	88.50	+2.50
Word Recognition	71.80	74.00	74.40	+0.40	83.80	84.40	87.40	+3.00
Language Usage	67.67	71.17	72.50	+1.33	78.50	79.50	82.83	+3.33
Comprehension	59.00	61.60	64.60	+3.00	72.80	74.00	79.40	+5.40
Study Skills	49.00	54.00	55.00	+1.00	66.00	68.00	74.00	+6.00
Overall Achievement by Skill Area	67.25	70.38	71.50	+1.12	79.60	80.65	84.35	+3.70

B. Percentage of Students Achieving Objectives in Each Mathematics Skill Area:

Skill Area	Atlanta				Georgia			
	1981	1982	1983	1983-82	1981	1982	1983	1983-82
Relations, Functions	75.00	77.67	78.33	+0.66	85.00	85.67	88.33	+2.66
Sets, Numbers Numeration	66.00	69.67	69.67	0.00	79.66	80.67	84.33	+3.66
Probability, Statistics	66.67	70.33	69.67	-0.66	78.66	80.33	84.00	+3.67
Operations, Properties, Number Theory	57.20	62.80	60.80	-2.00	72.00	73.20	76.60	+3.40
Geometry	54.33	57.67	57.00	-0.67	69.33	71.33	75.00	+3.67
Measurement	53.67	55.67	55.33	-0.34	71.33	71.00	75.00	+4.00
Overall Achievement by Skill Area	62.15	65.64	65.13	-0.51	75.99	77.03	80.54	+3.51

TABLE 8

MEAN SCALE SCORES FOR GRADE 4
GEORGIA CRITERION-REFERENCED TESTS
1981-83

	Atlanta				Georgia			
	1981	1982	1983	1983-82	1981	1982	1983	1983-82
Reading Total	197	199	200	+1	206	208	211	+3
Literal Comprehension	198	200	201	+1	206	207	211	+4
Inferential Comprehension	199	201	205	+4	207	208	215	+7
Word Identification	196	197	198	+1	206	207	209	+2
Mathematics Total	194	196	196	0	203	203	206	+3
Concept Identification	194	196	195	-1	202	203	206	+3
Component Operations	194	197	196	-1	203	203	205	+2
Problem Solving	194	196	196	0	203	204	206	+2

GEORGIA CRITERION-REFERENCED TESTS

TABLE 9

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 READING SPRING 1983

CODE 761

AREA TESTED	LANGUAGE USAGE (-- 1,6,7,8,11,20 --)						WORD RECOGNITION (---- 2-5,9 ----)					VOCABULARY (10)	COMPREHENSION (12,13,16,17,19)					CLASSIFICATION (14,15)		STUDY SKILLS (18)	NUMBER TESTED
OBJECTIVE NUMBER	1	6	7	8	11	20	2	3	4	5	9	10	12	13	16	17	19	14	15	18	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	77	82	76	89	52	59	91	76	82	67	56	84	74	43	55	76	75	81	76	55	4877
MCGILL ELEM	62	84	62	89	33	60	91	67	84	56	49	87	67	47	51	62	73	71	62	36	45
WEST ATLANTA	59	67	26	81	26	26	74	52	56	44	33	63	44	11	41	41	44	56	74	48	27
BETHUNE	67	64	67	83	31	38	90	64	71	45	33	74	50	22	41	53	57	55	62	34	58
BOYD	67	84	64	80	42	36	82	49	71	60	44	80	64	18	44	60	62	76	67	33	45
BURGESS	80	80	60	78	38	60	95	73	83	63	50	80	80	33	55	80	65	73	75	55	40
CAREY	73	64	65	83	33	47	85	65	69	47	38	65	50	31	37	49	59	69	77	46	78
COLLIER HEIGHTS	88	89	91	92	62	66	90	76	89	76	62	88	81	52	60	82	79	85	84	59	91
GUICE	69	75	75	84	49	55	91	80	87	58	49	85	60	35	40	64	64	78	76	49	55
HUTCHINSON	91	87	89	93	49	69	100	76	96	75	65	85	82	40	56	84	85	89	85	65	55
KIMBERLY	70	76	72	90	40	57	92	77	82	61	53	79	60	27	45	64	61	80	64	45	92
RIVERS	90	95	86	95	68	80	97	92	97	85	81	97	88	76	83	95	90	93	95	78	59
TOWNS	64	72	53	74	29	26	79	58	58	47	38	62	47	25	43	49	50	61	55	36	76
WEST	63	85	66	88	51	56	85	79	81	63	49	85	78	39	46	78	73	80	73	49	41
GARDEN HILLS	81	76	87	93	67	81	91	81	89	83	76	96	81	52	63	81	76	89	94	72	54
HOME PARK	64	82	89	93	50	51	89	79	79	54	61	93	82	54	46	79	68	89	86	64	28
KIRKWOOD	88	71	68	78	59	56	78	71	73	73	49	85	71	34	56	73	63	73	80	54	41
PERKERSON	73	92	85	96	58	58	85	54	81	58	62	92	65	35	42	85	81	85	65	58	26
SMITH	98	100	98	100	87	93	99	99	98	94	91	100	96	79	88	100	99	99	94	91	82
WRIGHT	91	85	85	85	59	74	100	91	91	79	76	79	88	62	59	76	76	79	79	71	34
MORNINGSIDE	75	90	82	95	54	60	97	86	83	79	67	91	79	53	64	80	85	90	82	62	103
ADAMSVILLE	78	91	91	95	65	62	95	77	87	68	62	90	87	37	56	86	81	91	92	66	79
BRANDON	85	86	82	93	66	69	93	87	89	82	77	96	87	62	66	86	86	92	75	63	71
CARTER	79	76	83	86	52	59	90	79	79	64	64	84	76	53	59	76	78	78	64	53	58
CHATTAHOOCHEE	83	83	60	97	43	73	97	83	87	73	50	87	77	33	63	87	80	83	77	53	30
CONNALLY	77	77	71	87	49	40	86	65	83	56	48	81	70	36	38	70	77	75	62	56	77
EAST LAKE	66	79	79	87	55	62	92	70	75	68	55	85	74	40	45	72	68	83	75	49	53
HOPE	51	71	60	82	28	39	83	57	56	44	26	63	49	21	35	45	43	58	58	26	72
LAKEWOOD ELEM	81	78	66	84	53	56	97	84	84	72	63	84	75	38	34	88	81	91	75	50	32
ENGLISH AVE	81	85	79	89	55	43	94	74	85	74	51	83	72	40	64	81	75	85	83	57	53
GIDEONS	99	95	77	96	75	88	97	80	87	80	55	95	88	75	81	87	88	95	96	81	75
JACKSON	88	100	100	100	88	84	100	96	94	94	80	100	100	80	92	100	98	100	92	92	50
LIN ELEMENTARY	66	90	86	100	66	66	90	86	90	76	62	90	76	45	62	86	76	83	62	59	29
PETERSON	83	83	85	90	56	79	98	71	90	65	54	94	83	40	55	85	88	85	77	73	52
VENETIAN	75	86	71	92	41	54	88	79	82	71	55	90	84	36	48	75	81	86	67	56	91
WEST MANOR	94	90	83	94	69	71	100	87	92	83	81	90	83	63	77	90	85	92	90	69	52
ANDERSON PARK	63	82	67	77	51	63	86	84	75	65	58	81	75	46	53	65	70	77	75	54	57
BEECHER HILLS	90	90	82	100	77	74	97	92	87	79	69	95	82	38	62	95	92	97	87	67	39
BLAIR VILLAGE	73	76	71	83	39	56	93	56	85	51	51	88	66	32	49	66	71	80	85	51	41
BREWER	73	82	77	82	55	82	82	82	95	82	68	82	64	55	68	77	77	73	77	68	22
CAMPBELL	71	87	61	84	55	58	84	74	91	51	42	84	74	39	32	81	68	77	94	61	31
CONTINENTAL COLONY	76	87	77	94	59	63	93	76	84	66	63	87	86	43	66	83	88	87	77	63	83
DOBBS	64	77	79	79	51	59	90	67	82	64	38	85	64	28	38	59	69	74	64	56	39
FAIN	70	91	86	98	50	56	91	85	85	62	50	88	79	27	58	80	80	88	71	61	66
HARRIS	83	65	68	80	40	65	88	80	83	60	60	78	60	50	48	70	68	65	65	48	40
PEYTON FOREST	92	90	97	98	78	80	97	95	98	85	75	95	90	75	81	95	90	97	97	75	59

GEORGIA CRITERION-REFERENCED TESTS

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 READING SPRING 1983

CODE 761

AREA TESTED	LANGUAGE USAGE (-- 1,6,7,8,11,20 --)						WORD RECOGNITION (---- 2-5,9 ----)					VOCABULARY (10)	COMPREHENSION (12,13,16,17,19)					CLASSIFICATION (14,15)		STUDY SKILLS (18)	NUMBER TESTED
OBJECTIVE NUMBER	1	6	7	8	11	20	2	3	4	5	9	10	12	13	16	17	19	14	15	18	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
RUSK	89	81	78	91	52	59	94	78	83	72	65	85	76	48	69	80	80	89	87	83	54
WHITE	66	66	61	93	61	46	93	80	83	63	49	73	54	32	59	76	59	80	78	29	41
FICKETT	71	80	79	93	54	48	95	77	86	59	63	80	80	41	61	75	73	80	77	46	56
HARWELL	89	90	89	93	51	67	97	70	85	61	64	89	77	26	52	79	79	80	93	74	61
PITTS	73	77	60	81	32	44	91	81	79	65	40	77	73	47	36	65	67	73	77	45	78
SCOTT	88	86	81	88	63	60	95	74	86	72	53	84	77	56	47	74	84	86	93	60	43
SYLVAN ELEM	64	87	95	92	67	69	95	85	82	82	64	90	79	41	72	87	87	90	74	62	39
WHITEFOORD	71	87	87	93	45	47	96	78	84	67	45	93	76	36	38	65	71	93	55	42	55
BEN HILL	75	92	69	95	55	61	94	80	86	72	56	89	75	45	63	78	81	83	86	55	64
BLALOCK	76	83	75	90	56	58	81	85	83	69	53	86	68	51	37	78	73	78	81	51	59
CASCADE	86	94	94	86	71	71	97	83	89	83	63	97	86	54	71	89	83	86	80	69	35
CLEVELAND	73	79	76	93	61	68	95	85	91	73	68	88	84	43	54	79	77	83	82	57	92
COOK	80	89	79	91	56	56	85	79	85	75	56	85	80	39	61	80	80	83	76	52	75
GORDON	87	98	79	98	64	81	94	92	91	87	64	92	96	68	77	87	85	96	98	75	53
JONES	80	67	69	82	39	43	86	59	76	55	37	80	61	16	43	69	65	65	67	27	49
SLATER	73	83	65	84	42	47	88	76	74	62	43	79	69	28	42	89	63	77	84	49	86
HERNDON	81	85	81	89	67	78	96	83	83	69	72	83	78	57	67	87	87	81	89	65	54
HOWELL	86	81	79	90	52	48	95	73	82	82	48	79	64	34	52	81	75	82	65	49	77
MILES ELEM	76	86	82	95	47	58	88	73	82	73	62	89	81	46	66	84	84	84	88	55	74
SLATON	83	77	77	85	64	49	87	79	74	64	53	74	77	60	43	68	72	81	81	55	47
WILLIAMS A D	64	66	69	81	28	42	82	70	73	68	34	81	66	32	43	82	64	70	64	35	74
OGLETHORPE	89	87	74	94	62	58	98	66	87	64	57	92	83	57	66	92	92	81	75	49	53
ARKWRIGHT	87	84	71	84	58	53	89	74	79	55	50	82	87	53	71	84	84	79	74	71	38
BENTEEN	78	84	94	91	38	81	91	72	88	50	69	97	78	47	53	75	81	59	69	59	32
CAPITOL VIEW	65	71	69	78	45	45	76	73	73	53	51	82	65	35	49	65	65	61	73	53	51
DREW	83	77	77	90	64	72	83	91	84	64	65	74	67	67	54	84	75	75	87	52	69
HUBERT	80	82	70	93	70	66	97	90	89	82	66	87	74	61	70	87	85	82	90	64	61
RAGSDALE	72	74	78	82	37	55	94	68	78	55	49	85	68	25	37	62	57	80	68	34	65
STANTON D H	79	78	83	86	39	47	91	85	84	61	44	84	67	33	43	71	61	77	60	44	98
THOMASVILLE	78	74	65	88	51	54	94	84	76	63	48	71	60	44	47	70	73	77	71	40	94
WATERS	78	76	69	86	46	56	85	68	69	62	37	83	68	22	39	67	71	76	73	49	94
DUNBAR	82	85	81	91	65	81	93	86	89	88	69	86	81	56	67	87	73	85	92	72	85
FOWLER	90	95	80	85	5	35	95	55	85	30	55	70	80	55	90	100	65	95	95	50	20
GROVE PARK	62	72	64	91	41	49	80	62	73	58	47	79	62	33	43	69	59	74	65	44	86
HUMPHRIES	70	80	69	81	53	50	86	69	78	59	46	74	66	43	45	73	66	76	64	46	74
MITCHELL ELEM	84	84	84	95	71	68	95	89	92	87	74	82	71	58	74	87	87	87	79	58	38
STANTON F L	67	78	67	86	53	57	94	73	80	63	45	76	69	29	49	69	71	80	55	41	49
TOOMER	81	68	72	79	36	57	83	66	77	60	43	81	66	32	49	74	72	77	72	45	47
WOODSON ELEM	71	77	77	92	40	62	95	76	91	69	67	87	81	28	51	73	76	90	60	59	78
METRO	86	91	89	96	70	70	97	89	90	84	78	93	88	65	74	90	88	92	84	75	22990
GEORGIA	84	92	90	96	67	68	97	89	90	84	77	94	88	61	71	89	88	93	84	74	74025

GEORGIA CRITERION-REFERENCED TESTS

TABLE 10

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 MATHEMATICS SPRING 1983

CODE 761

PAGE 1

AREA TESTED	SETS, NUMBERS, NUMERATION			OPERATIONS, PROPERTIES NUMBER THEORY					RELATIONS, FUNCTIONS			GEOMETRY			MEASUREMENT			PROBABILITY STATISTICS			NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	81	71	57	52	75	61	65	51	78	76	81	61	69	41	46	56	64	70	65	74	4876
MCGILL ELEM	73	67	58	49	78	53	47	49	69	64	67	58	64	40	29	47	53	67	73	62	45
WEST ATLANTA	54	46	38	38	54	35	19	46	85	65	58	38	46	27	46	19	31	42	42	73	26
BETHUNE	71	59	40	57	45	62	43	38	81	64	59	40	67	45	22	52	53	69	60	74	58
BOYD	73	56	33	36	56	53	38	29	76	58	64	62	67	31	29	40	58	53	36	60	45
BURGESS	80	63	63	68	83	60	73	45	83	65	85	70	80	55	43	68	65	73	70	63	40
CAREY	63	56	51	42	58	58	40	36	72	56	71	42	54	22	28	35	40	62	51	55	78
COLLIER HEIGHTS	85	76	64	48	75	55	73	42	84	79	88	68	63	48	64	56	67	77	71	81	91
GUICE	64	60	55	40	62	53	69	45	65	64	71	56	64	42	31	42	53	53	53	60	55
HUTCHINSON	80	71	64	38	78	78	76	69	71	82	89	71	84	56	47	65	67	80	80	82	55
KIMBERLY	72	62	43	45	74	54	55	52	72	67	72	47	57	34	43	51	63	62	57	80	92
RIVERS	95	92	73	83	85	83	80	85	92	90	93	85	90	61	68	78	88	93	81	88	59
TOWNS	62	61	46	41	61	42	46	36	74	59	55	41	53	26	34	36	46	53	49	74	76
WEST	76	68	41	49	71	54	59	41	76	76	88	46	61	27	51	49	59	56	63	71	41
GARDEN HILLS	94	81	61	65	85	70	93	74	89	87	87	76	83	65	69	80	83	76	72	83	54
HOME PARK	89	79	71	75	82	68	75	71	86	75	86	82	89	39	61	75	75	75	68	79	28
KIRKWOOD	71	66	39	37	76	61	71	44	68	76	83	56	56	41	34	59	61	63	54	73	41
PERKERSON	92	69	62	50	73	50	81	62	65	58	88	58	54	23	54	50	62	77	58	69	26
SMITH	99	96	91	93	96	96	95	89	95	100	99	88	93	83	83	89	88	98	96	98	82
WRIGHT	82	91	76	68	88	82	88	71	82	94	91	82	82	62	59	68	68	88	82	68	34
MORNINGSIDE	87	76	68	58	83	66	67	57	85	83	86	60	79	58	60	71	81	76	76	77	103
ADAMSVILLE	89	81	66	61	90	59	80	61	87	91	89	65	76	41	52	71	67	77	81	77	79
BRANDON	93	77	73	63	76	86	70	54	86	86	83	76	79	61	63	69	76	75	77	83	71
CARTER	78	52	48	31	62	47	45	47	72	78	67	52	53	26	36	38	59	66	52	60	58
CHATTAHOOCHEE	83	67	60	57	77	67	70	43	80	73	83	67	80	33	47	40	77	77	60	60	30
CONNALLY	83	60	48	47	74	45	75	57	60	69	77	51	61	25	34	48	62	56	52	53	77
EAST LAKE	75	60	60	43	66	57	70	40	83	68	79	58	77	40	40	62	62	72	62	81	53
HOPE	64	47	35	25	61	46	39	35	63	56	58	39	35	18	19	29	29	40	28	46	72
LAKEWOOD ELEM	85	79	70	52	73	64	91	48	91	64	91	61	64	42	39	55	82	67	48	82	33
ENGLISH AVE	83	76	70	39	89	39	72	33	76	57	81	59	65	24	48	39	61	74	61	67	54
GIDEONS	95	93	73	77	84	88	91	75	92	95	92	72	93	68	77	80	83	93	80	95	75
JACKSON	100	100	86	90	100	96	100	98	96	94	100	88	86	76	88	86	88	90	96	86	50
LIN ELEMENTARY	79	83	52	72	90	52	72	55	86	86	76	62	66	38	52	62	69	72	72	76	29
PETERSON	90	85	46	60	90	63	79	62	81	75	94	52	81	40	54	54	75	79	77	87	52
VENETIAN	79	63	57	44	79	66	57	46	82	64	78	59	64	35	41	48	59	62	64	69	91
WEST MANOR	100	94	98	96	96	98	93	81	92	98	96	100	100	83	94	100	94	98	100	96	52
ANDERSON PARK	77	68	60	56	79	65	67	58	88	74	79	53	70	49	51	68	72	61	67	74	57
BEECHER HILLS	92	82	54	72	90	51	79	54	90	82	97	85	79	41	54	56	72	95	85	79	39
BLAIR VILLAGE	90	59	34	34	71	32	49	39	71	80	85	63	63	41	41	46	49	54	56	76	41
BREWER	91	77	68	68	91	73	64	64	73	82	91	77	95	59	59	82	77	82	77	68	22
CAMPBELL	84	68	55	55	74	52	65	42	90	65	81	68	84	45	48	39	65	81	65	87	31
CONTINENTAL COLONY	81	73	53	51	67	59	66	48	75	81	90	61	72	51	54	57	72	80	77	84	83
DOBBS	79	74	54	59	79	44	67	31	74	79	74	44	67	31	31	62	59	62	54	51	39
FAIN	82	83	74	44	80	70	70	42	83	80	85	85	59	29	48	44	64	68	64	65	66
HARRIS	78	65	63	45	73	50	48	40	83	78	73	58	68	25	43	70	60	60	65	65	40
PEYTON FOREST	97	86	81	69	95	76	93	59	90	93	98	88	85	75	66	63	80	86	90	92	59

GEORGIA CRITERION-REFERENCED TESTS

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 4 MATHEMATICS SPRING 1983

CODE 761

PAGE 2

AREA TESTED	SETS, NUMBERS, NUMERATION			OPERATIONS, PROPERTIES NUMBER THEORY					RELATIONS, FUNCTIONS			GEOMETRY			MEASUREMENT			PROBABILITY STATISTICS			NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
RUSK	81	65	48	61	81	76	69	57	83	74	78	50	69	52	54	59	59	74	61	76	54
WHITE	78	78	46	49	68	68	63	66	73	68	85	49	61	29	27	32	71	71	71	66	41
FICKETT	82	73	54	45	73	64	70	57	77	79	86	57	55	32	50	57	73	71	59	68	56
HARWELL	79	79	59	39	69	67	75	51	69	82	87	64	66	41	44	41	70	70	57	67	61
PITTS	66	57	47	44	68	69	60	51	62	65	77	49	71	27	42	57	53	71	62	74	77
SCOTT	86	70	56	60	79	70	67	72	86	79	88	56	77	30	44	44	60	77	81	88	43
SYLVAN ELEM	82	72	72	59	72	69	77	54	90	90	85	67	77	46	56	59	72	72	56	82	39
WHITEFOORD	85	75	29	38	73	35	58	49	73	71	84	67	69	33	35	38	44	71	56	76	55
BEN HILL	84	75	53	41	72	66	44	50	83	69	84	64	66	38	38	58	61	73	66	75	64
BLALOCK	85	76	46	44	76	42	71	49	76	73	73	73	61	46	37	61	58	66	78	69	59
CASCADE	89	63	60	74	89	71	94	80	83	83	91	71	80	46	66	74	83	91	77	97	35
CLEVELAND	78	80	51	66	83	64	77	66	83	82	80	58	72	45	57	62	66	68	71	75	92
COOK	87	77	56	51	65	71	67	57	81	76	81	59	60	32	39	51	61	67	67	76	75
GORDON	85	81	55	70	87	55	62	51	79	77	79	62	83	51	58	62	75	74	66	70	53
JONES	82	53	35	35	65	39	53	39	78	53	73	43	47	20	24	29	53	51	27	71	49
SLATER	76	59	45	30	73	47	53	41	72	67	77	45	55	28	41	57	44	59	63	76	86
HERNDON	72	74	70	56	91	57	67	67	76	81	78	78	70	46	56	83	69	81	61	89	54
HOWELL	84	77	52	56	83	45	70	49	71	70	74	56	64	40	39	52	61	70	61	61	77
MILES ELEM	84	69	68	41	65	64	62	42	73	78	85	64	73	32	47	53	69	72	69	89	74
SLATON	76	72	65	72	78	74	63	43	78	89	80	61	80	48	67	63	61	87	76	78	46
WILLIAMS A D	70	50	55	27	68	58	45	30	73	62	70	49	61	36	26	34	53	54	49	55	74
OGLETHORPE	92	83	70	55	83	72	79	42	83	89	91	70	77	47	62	55	74	77	70	77	53
ARKWRIGHT	84	84	74	68	84	66	66	66	74	66	84	68	58	50	58	68	74	68	74	82	38
BENTEEN	81	78	44	63	81	47	66	50	63	78	75	66	69	16	34	69	69	66	59	63	32
CAPITOL VIEW	71	61	41	41	61	55	51	31	63	71	75	51	59	29	39	37	49	67	47	55	51
DREW	71	71	61	70	68	65	49	46	88	81	83	57	75	41	36	58	59	71	71	93	69
HUBERT	89	72	72	70	84	79	75	54	93	87	82	82	79	59	56	66	75	77	67	77	61
RAGSDALE	78	62	62	40	71	60	57	34	74	69	82	62	66	35	26	52	51	67	60	71	65
STANTON D H	77	73	60	42	76	56	66	49	74	72	81	64	63	29	38	56	63	68	44	80	96
THOMASVILLE	70	68	61	52	71	64	65	53	78	83	77	53	78	41	35	51	66	83	70	69	94
WATERS	81	61	56	40	70	59	62	53	78	66	77	57	61	26	29	48	59	57	65	55	94
DUNBAR	85	80	53	68	84	76	71	65	85	92	88	76	84	65	65	78	80	85	86	93	85
FOWLER	80	55	25	40	80	50	20	30	75	85	85	55	80	30	35	45	55	80	50	60	20
GROVE PARK	63	47	35	31	48	41	40	26	71	68	71	49	48	29	28	40	53	53	44	67	86
HUMPHRIES	78	76	54	45	73	43	54	43	81	72	74	54	59	38	41	51	62	59	45	58	74
MITCHELL ELEM	89	76	63	71	82	76	89	58	84	84	82	66	82	47	55	79	71	82	71	79	38
STANTON F L	65	63	43	41	82	51	59	36	71	71	80	49	53	37	35	53	59	65	51	71	49
TOOMER	77	57	53	45	57	45	49	32	79	68	70	51	64	32	23	43	49	62	38	70	47
WOODSON ELEM	85	65	40	36	81	54	45	50	77	74	81	42	58	40	33	37	54	64	60	67	78
METRO	92	86	73	73	88	72	82	66	87	87	91	77	84	81	69	75	83	85	84	83	32977
GEORGIA	93	87	73	72	89	71	84	67	87	87	91	78	84	83	69	74	82	85	84	83	73981

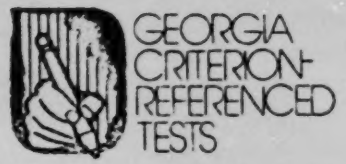


TABLE 11

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 READING SPRING 1983

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 Distinguishes between sentence fragments and complete sentences.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********84%

METRO
**********86%

ATLANTA CITY
**********77%

OF YOUR 4877 STUDENTS TESTED IN READING

3759 Can be introduced to more complex sentences.
1114 May need work on recognizing basic sentences.
3126 May need practice identifying complex sentence parts.

>OBJECTIVE 2 Identifies sounds of beginning consonants, or two-letter combinations of consonants.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********97%

METRO
**********97%

ATLANTA CITY
**********91%

OF YOUR 4877 STUDENTS TESTED IN READING

2107 May be confusing visual and auditory matching tasks.

>OBJECTIVE 3 Identifies the sounds of long vowels and of short vowels in one- and two-syllable words.

PERCENT ACHIEVING OBJECTIVE (2 OF 5 CORRECT)

GEORGIA
**********89%

METRO
**********89%

ATLANTA CITY
**********76%

OF YOUR 4877 STUDENTS TESTED IN READING

804 May need practice with short vowels.
1012 May need help with long vowels.

>OBJECTIVE 4 Identifies number of syllables in a word and divides words into syllables.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********90%

METRO
**********90%

ATLANTA CITY
**********82%

OF YOUR 4877 STUDENTS TESTED IN READING

410 May need help in dividing words into syllables.
287 May need practice counting the number of syllables in a word.

>OBJECTIVE 5 Identifies sounds that vowels have when they appear before "l," "w," and "r," and distinguishes between the two different sounds of "c" and "g".

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********84%

METRO
**********84%

ATLANTA CITY
********67%

OF YOUR 4877 STUDENTS TESTED IN READING

1657 May need practice with hard and soft sounds of "c".
1357 May need practice with hard and soft sounds of "g".

>OBJECTIVE 6 Selects the appropriate words such as "here," "under," "beside," "around," "above" to indicate position or location.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********92%

METRO
**********91%

ATLANTA CITY
**********82%

OF YOUR 4877 STUDENTS TESTED IN READING

893 May need help with the meaning of sight words in context.

-19-

>OBJECTIVE 7 Identifies contractions and abbreviations and the words they represent.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********90%

METRO
**********89%

ATLANTA CITY
********76%

OF YOUR 4877 STUDENTS TESTED IN READING

1548 May need help with abbreviations.
593 May need help translating contractions into word forms.
673 May need help identifying contracted forms of words and discriminating among correct and incorrect contractions.

>OBJECTIVE 8 Selects appropriate verbs or adjectives which complete sentences.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********96%

METRO
**********96%

ATLANTA CITY
**********89%

>OBJECTIVE 9 Selects appropriate meaning for the following word endings: "s," "es," "ies," "ing," "ed," "ly," "er," and "est."

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********77%

METRO
**********78%

ATLANTA CITY
**********56%

OF YOUR 4877 STUDENTS TESTED IN READING

2671 May need help with comparative and superlative forms.
1497 May need help in identifying plural forms in context.

>OBJECTIVE 10 Recognizes simple vocabulary words instantly when seen, without having to analyze them in order to pronounce them.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********94%

METRO
**********93%

ATLANTA CITY
**********84%

OF YOUR 4877 STUDENTS TESTED IN READING

768 May need practice with sight words in context.

>OBJECTIVE 11 Matches symbols and pronouns to the things, ideas, or persons that they represent.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********67%

METRO
**********70%

ATLANTA CITY
**********52%

OF YOUR 4877 STUDENTS TESTED IN READING

2317 May need practice with pronouns and their referents.

>OBJECTIVE 12 Reads short selections and identifies the main idea and supporting details.

PERCENT ACHIEVING OBJECTIVE (3 OF 4 CORRECT)

GEORGIA
**********88%

METRO
**********88%

ATLANTA CITY
**********74%

OF YOUR 4877 STUDENTS TESTED IN READING

1306 May need instruction identifying main idea.

>OBJECTIVE 13 Reads short selections and identifies which statements are facts, and which express the writer's opinions.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********61%

METRO
**********65%

ATLANTA CITY
**********43%

OF YOUR 4877 STUDENTS TESTED IN READING

3307 May need practice identifying facts.
1294 May need help identifying fantasy.
1496 May need help identifying a writer's opinion.

>OBJECTIVE 14 Arranges groups of objects or ideas into simple categories.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********93%

METRO
**********92%

ATLANTA CITY
**********81%

>OBJECTIVE 15 Arranges words in order, from the most general to the most specific.

PERCENT ACHIEVING OBJECTIVE (2 OF 5 CORRECT)

GEORGIA
**********84%

METRO
**********84%

ATLANTA CITY
**********76%

OF YOUR 4877 STUDENTS TESTED IN READING

362 May need explanation of the concept "from general to specific".

>OBJECTIVE 16 Reads a simple selection, identifies "heroes," "villains," other main characters, and the setting.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********71%

METRO
**********74%

ATLANTA CITY
**********55%

OF YOUR 4877 STUDENTS TESTED IN READING

1484 May need to be taught how to identify main characters.
2790 May need help identifying place.
1545 May need help identifying when events in a story took place.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 12

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 MATH SPRING 1983

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 Shows that the number of objects in one set is the same as or is not the same as the number in another set; counts by ones, twos, threes, fives, tens, hundreds.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
••93%

METRO
••92%

ATLANTA CITY
••81%

OF YOUR 4876 STUDENTS TESTED IN MATH

1478 May need activities with sets of one-to-one correspondence as a basis of counting.
2694 May need activities requiring counting beginning at a given number.

>OBJECTIVE 2 Expresses names of numbers, including whole numbers, fractions and decimal fractions, in various ways.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
••87%

METRO
••86%

ATLANTA CITY
••71%

OF YOUR 4876 STUDENTS TESTED IN MATH

2700 May need work assigning fractions to partitioned regions.
588 May need help recognizing amounts of money in decimal notation.

-23-

>OBJECTIVE 3 Reads and writes names of numbers up through one million.

PERCENT ACHIEVING OBJECTIVE (3 OF 4 CORRECT)

GEORGIA
••73%

METRO
••73%

ATLANTA CITY
••57%

OF YOUR 4876 STUDENTS TESTED IN MATH

2514 May need help reading or writing names of numbers.
1641 May need instruction on identifying place value.

>OBJECTIVE 4 Tells which arithmetic operation is appropriate to a given problem situation.

PERCENT ACHIEVING OBJECTIVE (5 OF 9 CORRECT)

GEORGIA
••72%

METRO
••73%

ATLANTA CITY
••52%

OF YOUR 4876 STUDENTS TESTED IN MATH

3154 May need work with multiplication and division.
2691 May need work matching operations to problem situations involving addition or subtraction.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 12

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 4 MATH SPRING 1983

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 Shows that the number of objects in one set is the same as or is not the same as the number in another set; counts by ones, twos, threes, fives, tens, hundreds.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
**********93%

METRO
**********92%

ATLANTA CITY
*********81%

OF YOUR 4876 STUDENTS TESTED IN MATH

1478 May need activities with sets of one-to-one correspondence as a basis of counting.
2694 May need activities requiring counting beginning at a given number.

>OBJECTIVE 2 Expresses names of numbers, including whole numbers, fractions and decimal fractions, in various ways.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
**********87%

METRO
**********86%

ATLANTA CITY
********71%

OF YOUR 4876 STUDENTS TESTED IN MATH

2700 May need work assigning fractions to partitioned regions.
588 May need help recognizing amounts of money in decimal notation.

-23-

>OBJECTIVE 3 Reads and writes names of numbers up through one million.

PERCENT ACHIEVING OBJECTIVE (3 OF 4 CORRECT)

GEORGIA
**********73%

METRO
**********73%

ATLANTA CITY
*******57%

OF YOUR 4876 STUDENTS TESTED IN MATH

2514 May need help reading or writing names of numbers.
1341 May need instruction on identifying place value.

>OBJECTIVE 4 Tells which arithmetic operation is appropriate to a given problem situation.

PERCENT ACHIEVING OBJECTIVE (5 OF 9 CORRECT)

GEORGIA
**********72%

METRO
**********73%

ATLANTA CITY
*******52%

OF YOUR 4876 STUDENTS TESTED IN MATH

3154 May need work with multiplication and division.
2691 May need work matching operations to problem situations involving addition or subtraction.

>OBJECTIVE 5 Recalls any of the addition and subtraction facts, and any of the multiplication and division facts through products to 50.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
**********89%

METRO
**********88%

ATLANTA CITY
**********75%

OF YOUR 4876 STUDENTS TESTED IN MATH

900 May need help with addition or subtraction facts.
2193 May need help with multiplication or division facts.

>OBJECTIVE 6 Applies and recognizes use of the properties of numbers and properties of operations without emphasis on the use of words.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********71%

METRO
**********72%

ATLANTA CITY
**********61%

OF YOUR 4876 STUDENTS TESTED IN MATH

715 May need practice recognizing the property of zero.

>OBJECTIVE 7 Adds and subtracts with numerals up to four digits (with regrouping).

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
**********84%

METRO
**********82%

ATLANTA CITY
**********65%

OF YOUR 4876 STUDENTS TESTED IN MATH

597 May need help with jagged problems (vertical problems with different numbers of digits in the top and bottom numbers).
495 May need instruction in addition with renaming.
1901 May need instruction in subtracting with renaming.

>OBJECTIVE 8 Multiplies a three-digit number, and divides a three-digit number by a one-digit number (with or without remainder).

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********67%

METRO
**********66%

ATLANTA CITY
**********51%

OF YOUR 4876 STUDENTS TESTED IN MATH

1913 May need help in multiplication.
3519 May need help in division.

>OBJECTIVE 9 States the relations of a given set of elements; states pairs of elements for a given relation.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
**********87%

METRO
**********87%

ATLANTA CITY
*********78%

>OBJECTIVE 10 Sorts and classifies objects by similarities or differences.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
**********87%

METRO
**********87%

ATLANTA CITY
*********76%

OF YOUR 4876 STUDENTS TESTED IN MATH

1190 Read the complete text of the objective on the back of this report.

>OBJECTIVE 11 Makes diagrams, tables, graphs, or other written records of relations (ordered pairs).

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********91%

METRO
**********91%

ATLANTA CITY
*********81%

OF YOUR 4876 STUDENTS TESTED IN MATH

503 May need activities using appropriately made graphs, charts, diagrams.

>OBJECTIVE 12 Names and identifies standard geometric shapes.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
*********78%

METRO
*********77%

ATLANTA CITY
********61%

OF YOUR 4876 STUDENTS TESTED IN MATH

974 May need practice recognizing standard geometric shapes.

>OBJECTIVE 13 Selects from given geometric shapes a shape which matches one that has been turned around, flipped over, moved sideways, stretched or shrunk.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
**********84%

METRO
**********84%

ATLANTA CITY
*******69%

OF YOUR 4876 STUDENTS TESTED IN MATH

1889 May need practice with rotations.
1567 May need practice with reflection.

>OBJECTIVE 14 States the relation between points or between geometric figures, such as points inside or outside a closed curve or a line parallel to another line.

PERCENT ACHIEVING OBJECTIVE (3 OF 4 CORRECT)

GEORGIA
*******63%

METRO
*******61%

ATLANTA CITY
*****41%

OF YOUR 4876 STUDENTS TESTED IN MATH

649 May need practice identifying relationships between lines.
2298 May need activities in recognizing congruent figures.
3201 May need help with concepts of inside, outside and on.

>OBJECTIVE 15 Selects a unit of measure appropriate to a situation in which time, weight, length, area, volume, temperature, or money is measured.

PERCENT ACHIEVING OBJECTIVE (4 OF 5 CORRECT)

GEORGIA
*******69%

METRO
*******69%

ATLANTA CITY
*****46%

OF YOUR 4876 STUDENTS TESTED IN MATH

988 May need help selecting appropriate units of length.
1702 May need practice selecting units to measure weight, temperature, or volume.

>OBJECTIVE 16 Finds to the nearest number of units a measurement of time, weight, length, area, volume, temperature or money.

PERCENT ACHIEVING OBJECTIVE (4 OF 6 CORRECT)

GEORGIA
*******74%

METRO
*******75%

ATLANTA CITY
*******56%

OF YOUR 4876 STUDENTS TESTED IN MATH

3914 May need activities finding the area or volume of figures.
1522 May need help determining amounts of change.
2617 May need help with reading time on a clock.

>OBJECTIVE 17 Makes estimates of measurements and makes comparisons.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********82%

METRO
**********83%

ATLANTA CITY
********64%

OF YOUR 4876 STUDENTS TESTED IN MATH

1659 May need activities with comparing and estimating length and weight.
3169 May need help estimating elapsed time.

>OBJECTIVE 18 Collects information and makes tables, charts, and graphs of data gathered.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
**********85%

METRO
**********85%

ATLANTA CITY
********70%

OF YOUR 4876 STUDENTS TESTED IN MATH

1755 May need experiences constructing bar graphs from tallies.
1863 May need help constructing circle graphs using data.
966 May need experiences collecting and organizing data to solve problems.

>OBJECTIVE 19 Reads tables, charts, and graphs of information and draws inferences from the information.

PERCENT ACHIEVING OBJECTIVE (3 OF 5 CORRECT)

GEORGIA
**********84%

METRO
**********84%

ATLANTA CITY
********65%

OF YOUR 4876 STUDENTS TESTED IN MATH

508 May need practice interpreting bar graphs.
3227 May need practice interpreting circle graphs.

>OBJECTIVE 20 Specifies outcomes that are more likely, less likely, equally likely, or not likely to occur, from a given set of possible outcomes.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
**********83%

METRO
**********83%

ATLANTA CITY
********74%

OF YOUR 4876 STUDENTS TESTED IN MATH

1703 May need help specifying most likely outcomes.

EIGHTH GRADE RESULTS

Performance by Objective

The 11 reading and the 12 mathematics objectives measured by the 1983 Grade 8 Georgia Criterion-Referenced Tests (GCRT) are presented in Tables 13 and 14, respectively. Both the objectives and the tests measuring their achievement were revised for this year. As can be seen, there has been considerable consolidation of the objectives in both reading and mathematics. In reading, objectives dealing specifically with sounds and syllabication have dropped out of the Grade 8 GCRT, whereas objectives concerned with recognizing propaganda techniques and making predictions and comparisons have been added. It is clear that the primary emphasis is on skills involved in comprehension and problem solving. In mathematics, although no skills have been dropped completely, there has been much in the way of combining objectives and refocusing emphasis, particularly in respect to increased attention to problem solving.

Inasmuch as the GCRT for Grade 8 is new this year, comparison of the results with those of previous years is limited to a consideration of scale scores, which are based on a common scale that equates different forms of the tests.

Rank Order of Objectives

The rank orderings of the reading and mathematics objectives are provided in Tables 15 and 16. The objectives are listed in rank order according to the percentage of students in Atlanta who mastered each objective during the 1983 testing program. The percentage of students throughout Georgia who mastered each objective also is shown, in addition to the difference between the level of mastery for Atlanta and Georgia students.

Reading. The Spearman rank-order correlation calculated on the respective rank ordering of the objectives for Atlanta and Georgia students revealed a significant correspondence ($r_s = .92$, $p < .001$). In other words, the objectives which were most difficult for Atlanta students also tended to be the most difficult for students throughout Georgia; conversely, the objectives which were easiest for Atlanta students tended to be the easiest for students throughout Georgia.

A rank-order correlation was calculated also on the rank order of objectives for Atlanta students with the difference in mastery level for Atlanta and Georgia students. It was found that the rank order of the objectives for Atlanta students was correlated significantly with the difference in mastery levels between Atlanta and Georgia students

(r_s = .65, $p < .02$). That is, the level of mastery for Atlanta students was closer to the level of mastery for Georgia students on the highest ranking or easiest objectives. Conversely, the greatest discrepancy in mastery levels for Atlanta and Georgia students occurred on the lowest ranking or most difficult objectives.

Students in Atlanta and throughout Georgia showed the greatest level of achievement on Objective 6 (interprets figurative language). In Atlanta, 74 percent of the students demonstrated mastery of the objective compared to 88 percent statewide. The lowest level of achievement for Atlanta students occurred on Objective 4 (recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships), with 31 percent of the students demonstrating mastery. This objective is ranked eighth out of the 11 objectives for the eighth graders statewide, with 54 percent of the students showing mastery. It is of interest that the second lowest objective for both Atlanta students and students statewide is Number 2 (recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships), with 32 percent of Atlanta students demonstrating mastery, compared to 52 percent for the State. These two objectives together constitute the heart of the comprehension objectives, the latter having to do with literal comprehension and the former having to do with inferential comprehension.

Mastery levels in reading for students in Atlanta ranged from 74 to 31 percent. Throughout Georgia the range extended from 88 to 50 percent.

Mathematics. The results of a Spearman rank-order correlation (r_s = .95, $p < .001$) indicate that the rank order of the mathematics objectives was similar for students in Atlanta and throughout Georgia. The rank order of the objectives for Atlanta students was correlated significantly also with the difference in mastery levels for Atlanta and Georgia students (r_s = .91, $p < .001$). That is, the level of mastery for Atlanta students was closer to the level of mastery for Georgia students on the highest ranking (easiest) objectives. Conversely, the greatest discrepancy in mastery levels for Atlanta and Georgia students occurred on the lowest ranking (most difficult) objectives.

In mathematics, Objective 5 (determines probabilities) reflected the highest mastery level for students in Atlanta and for students throughout Georgia. For Atlanta students, however, Objective 10 (organizes data) was tied with Objective 5 in mastery level. For students statewide, Objective 10 was one percentage point below Objective 5. The lowest level of mastery for both groups occurred on Objective 4 (identifies relations and properties of sets of points).

Mastery levels in mathematics ranged from 70 to 38 percent for Atlanta compared to a range that extended from 86 to 63 percent for students throughout Georgia.

Scale Scores

The 20 reading and the 20 mathematics objectives, respectively, are grouped into three general skill areas. The 1981, 1982, and 1983 performances by skill area for Atlanta and Georgia are presented in Table 17. The groupings of objectives into skill areas are shown as column headings in Tables 18 and 19. Although it was not possible to compare the 1983 eighth-grade GCRT results with the 1982 results in terms of percentage of students showing mastery of each objective (as explained earlier), it was possible to show comparisons by skill area because the use of scale scores in this connection made the 1983 results comparable to those from earlier years. The area of Problem Solving in reading shows N/A ("not applicable") for 1981 and 1982 for both Atlanta and the State because this particular area was reported for the first time in 1983.

The highest level of reading achievement in 1983 for both groups was in Literal Comprehension. This was also the area in which both groups made the greatest gains from 1982 to 1983. Atlanta students moved from a scale score of 190 to 197, and students throughout the State moved from 201 to 207. In each of the skill areas, eighth graders statewide scored higher than Atlanta's eighth graders in all three years.

In mathematics, both Atlanta students and students throughout the state showed a consistency of performance across skill areas in 1983, with the State 10 scale points higher than Atlanta in each area. Both Atlanta and the State showed gains in all areas from 1982 to 1983. As in reading, students throughout the state scored higher in mathematics than did students in Atlanta in all skill areas for all three years.

Other Comparisons

Reprints of the summary reports distributed by the State Department of Education are shown as Tables 18 through 21. The percentages of students at each school achieving each of the reading and mathematics objectives are presented in Tables 18 and 19, respectively. The relative performances of students in Atlanta, Metro EPD, and Georgia on the reading objectives are presented in Table 20. The corresponding comparisons for the mathematics objectives are given as Table 21.

TABLE 13

GEORGIA CRITERION-REFERENCED TESTS (GCRT)
GRADE 8 READING OBJECTIVES

No.	Objective
1	Distinguishes between fact and opinion.
2	Recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.
3	Interprets instructions.
4	Recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.
5	Interprets word meanings and patterns of language.
6	Interprets figurative language.
7	Recognizes propaganda techniques.
8	Uses reference sources.
9	Makes generalizations and draws conclusions.
10	Makes predictions and comparisons.
11	Recognizes the relevance of data.

NOTE: For a complete statement of each of the above objectives, add the phrase "in the context of academic, everday, or employment materials."

TABLE 14

GEORGIA CRITERION-REFERENCED TESTS (GCRT)
GRADE 8 MATHEMATICS OBJECTIVES

No.	Objective
1	Translates forms of rational numbers.
2	Identifies relations of numbers, properties of numbers, and properties of operations.
3	Selects customary or metric units to measure length, area, volume, weight, time, and temperature.
4	Identifies relations and properties of sets of points.
5	Determines probabilities.
6	Computes with whole numbers, fractions, decimals, and percents.
7	Applies formulas and units of measurement to determine length, area, volume, weight, time, and temperature.
8	Selects appropriate operations for a given problem situation, and the reverse.
9	Solves word problems.
10	Organizes data.
11	Interprets data which have been organized.
12	Estimates results.

NOTE: For a complete statement of each of the above objectives, add the phrase "in the context of academic tasks, everday tasks, or employment activities."

TABLE 15

PERCENTAGE OF GRADE 8 STUDENTS MASTERING EACH READING OBJECTIVE IN RANK ORDER BY ATLANTA 1983 RESULTS

No.	Objective	Percent of Students Atlanta	Georgia	A-G
6	Interprets figurative language.	74	88	-14
11	Recognizes the relevance of data.	64	82	-18
9	Makes generalizations and draws conclusions.	62	81	-19
1	Distinguishes between fact and opinion.	60	74	-14
7	Recognizes propaganda techniques.	57	73	-16
5	Interprets word meanings and patterns of language.	47	65	-18
10	Makes predictions and comparisons.	39	57	-18
3	Interprets instructions.	34	50	-16
8	Uses reference sources.	33	52	19
2	Recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships.	32	52	-20
4	Recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships.	31	54	-23

TABLE 16

PERCENTAGE OF GRADE 8 STUDENTS MASTERING EACH MATHEMATICS OBJECTIVE IN RANK ORDER BY ATLANTA 1983 RESULTS

No.	Objective	Percent of Students Atlanta	Georgia	A-G
5	Determines probabilities.	70	86	-16
10	Organizes data.	70	85	-15
12	Estimates results.	67	85	-18
6	Computes with whole numbers, fractions, decimals, and percents.	57	80	-23
11	Interprets data which have been organized.	54	72	-18
8	Selects appropriate operations for a given problem situation, and the reverse.	51	72	-21
9	Solves word problems.	48	71	-23
2	Identifies relations of numbers, properties of numbers, and properties of operations.	48	70	-22
1	Translates forms of rational numbers.	47	72	-25
7	Applies formulas and units of measurement to determine length, area, volume, weight, time, and temperature.	45	69	-24
3	Selects customary or metric units to measure length, area, volume, weight, time, and temperature.	41	69	-28
4	Identifies relations and properties of sets of points.	38	63	-25

TABLE 17

MEAN SCALE SCORES FOR GRADE 8
GEORGIA CRITERION-REFERENCED TESTS
1981-1983

	Atlanta				Georgia			
	1981	1982	1983	1983-82	1981	1982	1983	1983-82
Reading Total	190	192	195	+3	200	201	204	+3
Literal Comprehension	188	190	197	+7	199	201	207	+6
Inferential Comprehension	191	193	193	0	199	201	202	+1
Problem Solving	N/A	N/A	193	N/A	N/A	N/A	204	N/A
Mathematics Total	191	192	196	+4	202	203	206	+3
Concept Identification	192	193	196	+3	202	204	206	+2
Component Operations	192	193	196	+3	202	203	206	+3
Problem Solving	191	192	196	+4	201	202	206	+4

GEORGIA CRITERION-REFERENCED TESTS

TABLE 18

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 8 READING SPRING 1983

CODE 761

AREA TESTED	LITERAL COMPREHENSION (1-3)			INFERENTIAL COMPREHENSION (4-7)				PROBLEM SOLVING (8-11)				NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	
	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	60	32	34	31	47	74	57	33	62	39	64	4976
LONG	73	38	45	32	54	82	62	39	67	48	70	279
BUNCHE	79	53	58	50	69	87	76	55	78	58	82	319
SOUTHWEST	79	46	48	50	68	90	75	55	81	58	85	313
KING	62	29	35	34	58	77	57	33	63	38	66	195
FULTON	46	21	17	16	32	63	45	19	48	21	52	287
EAST ATLANTA	46	21	21	15	34	63	43	13	45	22	50	180
INMAN MIDDLE	68	44	45	47	54	74	68	49	68	49	67	176
TURNER	59	28	32	22	39	68	58	25	64	34	64	118
WEST FULTON	53	25	28	23	42	66	54	21	59	31	53	210
BASS	64	33	24	19	46	75	58	27	57	33	62	89
HARPER HIGH	51	23	25	24	37	65	45	22	48	32	65	359
ROOSEVELT	48	18	19	19	31	64	52	27	52	23	62	98
CARVER	45	20	23	16	31	59	42	16	56	29	50	127
SUTTON MIDDLE	80	53	57	57	67	87	73	63	82	57	85	324
WALDEN	46	26	38	21	38	70	54	26	56	34	52	91
ARCHER	36	21	21	16	28	58	41	17	43	24	44	115
BROWN	62	27	25	23	42	80	57	28	66	40	66	164
DOUGLASS	67	38	39	38	54	78	62	40	67	46	71	414
PRICE	57	24	26	23	42	64	49	20	57	35	57	86
SYLVAN HILLS	56	23	25	29	45	72	54	28	61	32	64	163
THERRELL	57	30	23	26	40	69	53	30	59	40	62	132
WASHINGTON	45	19	25	22	34	70	47	24	52	30	55	161
RICHS ACADEMY B	0	0	0	0	0	33	33	0	0	0	33	3
ST LUKES	0	0	0	0	0	0	0	0	0	0	0	2
BROWN ACADEMY	0	0	0	0	0	25	0	0	0	0	0	4
COAN	53	26	28	25	36	72	47	20	51	32	59	239
KENNEDY MIDDLE	56	27	35	18	37	72	59	23	54	36	60	217
PARKS WALTER I	41	23	23	14	31	63	45	21	54	27	50	111
METRO	80	57	56	60	69	89	77	58	83	61	85	25871
GEORGIA	74	52	50	54	65	88	73	52	81	57	82	78143

GEORGIA CRITERION-REFERENCED TESTS

TABLE 19

PERCENT OF STUDENTS ACHIEVING OBJECTIVES

FOR ATLANTA CITY

GRADE 8 MATHEMATICS SPRING 1983

CODE 761

PAGE 1

AREA TESTED	CONCEPT IDENTIFICATION (1-4)				COMPONENT OPERATIONS (5-7)			PROBLEM SOLVING (8-12)					NUMBER TESTED
OBJECTIVE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	
	%	%	%	%	%	%	%	%	%	%	%	%	
ATLANTA CITY	47	48	41	38	70	57	45	51	48	70	54	67	4974
LONG	56	56	52	45	85	67	51	53	53	74	61	73	278
BUNCHE	55	60	50	60	82	66	57	59	55	83	69	79	319
SOUTHWEST	63	66	58	50	85	68	60	70	65	84	64	77	313
KING	51	59	51	54	82	65	53	59	59	80	68	75	196
FULTON	38	29	32	28	56	53	28	41	37	59	41	64	288
EAST ATLANTA	26	28	21	19	51	29	28	35	28	53	32	47	179
INMAN MIDDLE	62	61	59	52	76	69	59	67	63	81	66	80	176
TURNER	42	36	35	29	57	57	36	43	40	53	41	64	118
WEST FULTON	30	33	30	30	52	40	36	39	39	63	43	61	210
BASS	40	46	37	31	78	48	38	48	43	69	52	67	89
HARPER HIGH	29	36	31	21	60	45	36	45	37	63	44	58	363
ROOSEVELT	31	39	28	25	63	55	31	42	43	61	43	66	101
CARVER	29	39	24	22	58	50	40	46	37	51	53	61	127
SUTTON MIDDLE	71	74	67	66	85	82	72	78	78	88	78	84	326
WALDEN	49	32	33	32	60	43	40	31	31	56	52	63	91
ARCHER	46	38	28	28	58	38	29	34	34	47	40	64	116
BROWN	41	44	32	34	66	54	45	55	49	74	60	69	164
DOUGLASS	67	57	50	42	75	66	54	58	54	78	58	69	412
PRICE	42	53	42	43	70	56	52	47	49	67	47	67	86
SYLVAN HILLS	51	37	38	35	68	61	32	51	43	68	59	62	157
THERRELL	38	40	30	25	61	44	35	46	33	68	45	61	132
WASHINGTON	41	35	31	21	57	53	35	40	35	59	46	54	156
RICHS ACADEMY B	0	0	0	0	33	0	0	0	0	33	33	0	3
ST LUKES	0	0	0	0	0	0	0	0	0	0	0	0	2
BROWN ACADEMY	0	0	0	0	75	0	0	0	0	0	0	25	4
COAN	35	41	35	33	74	48	34	43	43	62	49	64	239
KENNEDY MIDDLE	58	53	37	54	73	64	49	42	47	73	59	67	218
PARKS WALTER I	28	32	32	14	67	42	33	36	35	60	41	48	111
METRO	74	74	72	69	87	81	72	75	74	87	74	86	25917
GEORGIA	72	70	69	63	86	80	69	72	71	85	72	85	78199

TABLE 20

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 8 READING SPRING 1983

CODE NO 7610000

PAGE NO 01

>OBJECTIVE 1 Distinguishes between fact and opinion.

PERCENT ACHIEVING OBJECTIVE (5 OF 7 CORRECT)

GEORGIA
**********74%

METRO
**********80%

ATLANTA CITY
**********60%

OF YOUR 4976 STUDENTS TESTED IN READING

2554 May need help recognizing statements of opinion in typical textbook material.
2053 May need help recognizing signal words in statements of opinion.

>OBJECTIVE 2 Recognizes explicitly stated main ideas, details, sequence of events and cause and effect relationships.

PERCENT ACHIEVING OBJECTIVE (16 OF 18 CORRECT)

GEORGIA
**********52%

METRO
**********57%

ATLANTA CITY
**********32%

OF YOUR 4976 STUDENTS TESTED IN READING

3216 May need practice ordering events presented in a passage.
662 May need additional instruction recognizing details stated in a passage.
2641 May need help developing a concept of cause and effect. In addition, the student may need instruction recognizing relational words such as because or since that signal cause and effect.
535 May need practice identifying the main idea or purpose of a passage.

>OBJECTIVE 3 Interprets instructions.

PERCENT ACHIEVING OBJECTIVE (9 OF 11 CORRECT)

GEORGIA
**********50%

METRO
**********56%

ATLANTA CITY
**********34%

OF YOUR 4976 STUDENTS TESTED IN READING

2649 May need practice completing forms.
2994 May need practice interpreting instructions presented in a paragraph.

>OBJECTIVE 4 Recognizes implicitly stated main ideas, details, sequence of events and cause and effect relationships.

PERCENT ACHIEVING OBJECTIVE (18 OF 22 CORRECT)

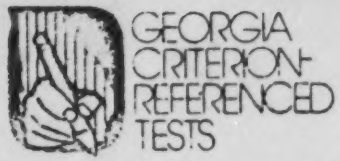
GEORGIA
**********54%

METRO
**********60%

ATLANTA CITY
**********31%

OF YOUR 4976 STUDENTS TESTED IN READING

3197 May need instruction in identifying a main idea or purpose when it is not directly stated.
2136 May need instruction inferring details.
3082 May need instruction in ordering events when no sequence is stated.
2561 May need help developing a concept of cause and effect when signal words are not stated.



>OBJECTIVE 5 Interprets word meanings and patterns of language.

PERCENT ACHIEVING OBJECTIVE (6 OF 7 CORRECT)

GEORGIA
**********65%

METRO
**********69%

ATLANTA CITY
**********47%

OF YOUR 4976 STUDENTS TESTED IN READING

3526 May need practice using context to determine the meaning of words.

>OBJECTIVE 6 Interprets figurative language.

PERCENT ACHIEVING OBJECTIVE (4 OF 7 CORRECT)

GEORGIA
**********88%

METRO
**********89%

ATLANTA CITY
**********74%

>OBJECTIVE 7 Recognizes propaganda techniques.

PERCENT ACHIEVING OBJECTIVE (5 OF 7 CORRECT)

GEORGIA
**********73%

METRO
**********77%

ATLANTA CITY
**********57%

OF YOUR 4976 STUDENTS TESTED IN READING

2108 May need experience in recognizing an underlying intent to persuade.

>OBJECTIVE 8 Uses reference sources.

PERCENT ACHIEVING OBJECTIVE (10 OF 11 CORRECT)

GEORGIA
**********52%

METRO
**********58%

ATLANTA CITY
**********33%

OF YOUR 4976 STUDENTS TESTED IN READING

3350 May need experience using a variety of reference resources.

GEORGIA CRITERION-REFERENCED TESTS

OBJECTIVE PROFILE REPORT
FOR ATLANTA CITY
GRADE 8 READING SPRING 1983

>OBJECTIVE 9 Makes generalizations and draws conclusions.

PERCENT ACHIEVING OBJECTIVE (7 OF 11 CORRECT)

GEORGIA
**********81%

METRO
**********83%

ATLANTA CITY
**********62%

OF YOUR 4976 STUDENTS TESTED IN READING

3137 May need instruction in making generalizations.
2489 May need instruction in drawing conclusions.

>OBJECTIVE 10 Makes predictions and comparisons.

PERCENT ACHIEVING OBJECTIVE (11 OF 12 CORRECT)

GEORGIA
**********57%

METRO
**********61%

ATLANTA CITY
**********39%

OF YOUR 4976 STUDENTS TESTED IN READING

1785 May need instruction in making comparisons.
1524 May need practice in making predictions.

>OBJECTIVE 11 Recognizes relevance of data.

PERCENT ACHIEVING OBJECTIVE (4 OF 7 CORRECT)

GEORGIA
**********82%

METRO
**********85%

ATLANTA CITY
**********64%

OF YOUR 4976 STUDENTS TESTED IN READING

1782 May need practice distinguishing relevant from irrelevant information for a given situation.

GEORGIA CRITERION-REFERENCED TESTS

TABLE 21

OBJECTIVE PROFILE REPORT

FOR ATLANTA CITY

GRADE 8 MATH SPRING 1983

>OBJECTIVE 1 Translates forms of rational numbers.

PERCENT ACHIEVING OBJECTIVE (5 OF 9 CORRECT)

GEORGIA
**********72%

METRO
**********74%

ATLANTA CITY
**********47%

OF YOUR 4974 STUDENTS TESTED IN MATH

1071 May need help translating fractions to percents or the reverse.
1124 May need help translating words to numerals or the reverse.
1441 May need help translating decimals to percents or the reverse.
2244 May need help translating fractions to decimals or the reverse.

>OBJECTIVE 2 Identifies relations of numbers, properties of numbers and properties of operations.

PERCENT ACHIEVING OBJECTIVE (6 OF 12 CORRECT)

GEORGIA
**********70%

METRO
**********74%

ATLANTA CITY
**********48%

OF YOUR 4974 STUDENTS TESTED IN MATH

3734 May need help ordering fractions, decimals or percents.
2351 May need help applying relations of numbers such as ratio and proportion.

>OBJECTIVE 3 Selects customary or metric units to measure length, area, volume, weight, time and temperature.

PERCENT ACHIEVING OBJECTIVE (7 OF 10 CORRECT)

GEORGIA
**********69%

METRO
**********72%

ATLANTA CITY
**********41%

OF YOUR 4974 STUDENTS TESTED IN MATH

307 May need help selecting units to measure length.
1318 May need help selecting units to measure volume.
1266 May need help selecting units to measure area.
1451 May need help selecting units to measure weight.

>OBJECTIVE 4 Identifies relations and properties of sets of points.

PERCENT ACHIEVING OBJECTIVE (9 OF 14 CORRECT)

GEORGIA
**********63%

METRO
**********69%

ATLANTA CITY
**********38%

OF YOUR 4974 STUDENTS TESTED IN MATH

3420 May need help identifying geometric relations such as parallel and perpendicular.
3436 May need help applying geometric properties such as number of degrees or the effects of slides, flips, or turns of figures.
3254 May need help identifying plane or solid figures.

>OBJECTIVE 5 Determines probabilities.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
**********86%

METRO
**********87%

ATLANTA CITY
********70%

OF YOUR 4974 STUDENTS TESTED IN MATH

1484 May need additional instruction in determining probability.

>OBJECTIVE 6 Computes with whole numbers, fractions, decimals and percents.

PERCENT ACHIEVING OBJECTIVE (9 OF 18 CORRECT)

GEORGIA
**********80%

METRO
**********81%

ATLANTA CITY
********57%

OF YOUR 4974 STUDENTS TESTED IN MATH

4507 May need additional instruction in computing with percents.
4151 May need additional instruction in computing with decimals.
3782 May need additional instruction in computing with fractions.
2131 May need additional instruction in computing with whole numbers.

>OBJECTIVE 7 Applies formulas or units of measurement to determine length, area, volume, weight, time, temperature and determines amounts of money.

PERCENT ACHIEVING OBJECTIVE (11 OF 23 CORRECT)

GEORGIA
**********69%

METRO
**********72%

ATLANTA CITY
********45%

OF YOUR 4974 STUDENTS TESTED IN MATH

3797 May need help recalling and/or applying standard and non-standard formulas.
3220 May need additional instruction in counting money or making change.
4557 May need additional instruction in determining length.
4320 May need additional instruction in determining volume.
4233 May need additional instruction in determining weight.

>OBJECTIVE 8 Selects appropriate operations for a given problem situation and the reverse.

PERCENT ACHIEVING OBJECTIVE (4 OF 8 CORRECT)

GEORGIA
**********72%

METRO
**********75%

ATLANTA CITY
********51%

OF YOUR 4974 STUDENTS TESTED IN MATH

4043 May need help selecting a problem situation for a given mathematical expression.
2968 May need help selecting a mathematical expression for a given problem situation.

>OBJECTIVE 9 Solves word problems.

PERCENT ACHIEVING OBJECTIVE (5 OF 9 CORRECT)

GEORGIA
**********71%

METRO
**********74%

ATLANTA CITY
**********48%

OF YOUR 4974 STUDENTS TESTED IN MATH

2599 Need practice solving problems involving more than one operation or step.

>OBJECTIVE 10 Organizes data.

PERCENT ACHIEVING OBJECTIVE (3 OF 6 CORRECT)

GEORGIA
**********85%

METRO
**********87%

ATLANTA CITY
**********70%

OF YOUR 4974 STUDENTS TESTED IN MATH

4332 Need additional instruction in organizing data into tables, charts, graphs and diagrams.
3138 Need help identifying information necessary to solve a problem.

>OBJECTIVE 11 Interprets data which has been organized.

PERCENT ACHIEVING OBJECTIVE (5 OF 8 CORRECT)

GEORGIA
**********72%

METRO
**********74%

ATLANTA CITY
**********54%

OF YOUR 4974 STUDENTS TESTED IN MATH

4244 May need additional instruction in determining mean and mode.
733 May need additional instruction in interpreting graphs.
3418 May need additional instruction in interpreting charts or tables.

>OBJECTIVE 12 Estimates results.

PERCENT ACHIEVING OBJECTIVE (2 OF 4 CORRECT)

GEORGIA
**********85%

METRO
**********86%

ATLANTA CITY
**********67%

OF YOUR 4974 STUDENTS TESTED IN MATH

2960 May need additional practice in using estimation to solve problems.

REPORT ON THE FIRST YEAR'S ADMINISTRATION OF THE BASIC SKILLS TESTS 1982-83

The Georgia Basic Skills Tests (BST) was developed by the Georgia Department of Education to certify minimal competencies of high school students in the areas of reading and mathematics. Beginning with the class of students who entered the ninth grade for the first time in the fall of 1981, all high school students must pass the reading and mathematics subtests in order to qualify for a high school diploma.

Students who are covered by the BST requirement were tenth graders during the 1982-83 school year and took the test for the first time in October 1982. The students who did not pass one or both subtests were scheduled for a retest in March 1983.

Results of the fall administration and the spring administration have been presented in previous reports. The purpose of this report is to provide an analysis that combines the results of the fall and spring test administrations.

Participation: Tenth Graders at Year End

The number of tenth graders enrolled in the Atlanta Public Schools at the end of the 1982-83 school year is presented according to three categories: regular, special education, and bilingual (limited English proficiency). Excluded in the total are students who attend alternative schools, and students who are assigned to self-contained special education classes. They are excluded because there is no grade code established for them. The total across all three categories is presented as well. The percentage which appears for each of the three categories is the percentage of the total tenth-grade enrollment.

Not Covered by Policy. The total number of tenth graders at the end of the school year can be subdivided into two categories: those who were covered by the BST requirement and those who were not. For the first year's administration, the BST requirement affects the students who entered ninth grade for the first time in the 1981-82 school year. Thus, the tenth-grade repeaters in 1982-83 and those who entered the ninth grade in the 1980-81 school year were not covered by the BST requirement. These figures also are presented according to the three categories specified previously.

Covered by Policy. The numbers and percentages of the 1982-83 tenth-grade students who were ninth graders for the first time in 1981-82 are given in this section. It should be noted that while special education and limited English proficiency (bilingual) students are required to pass the test in order to receive a regular high school diploma,

these students are not required to take the test if the student, parent/guardian, and teacher agree that it is not in the student's best interest to participate in the testing program. A signed agreement is required for these cases.

In order to make an accurate assessment of the extent to which students were tested who were covered by the policy and required to be tested, one should examine the data presented in the table for the section labeled "Regular Education Students — Covered by Policy." The assessment of the extent to which special education and bilingual students were appropriately tested can be conducted only by the examination of individual permanent record folders which are kept at the schools. That is, this type of information is not maintained on computer files.

It can be seen from Table 22 that 3,981 of the 4,091 tenth-grade, regular education students covered by the policy were tested during the year in an Atlanta Public Schools (APS) high school. The 110 regular students for whom no test record was on the APS file include those who enrolled after the fall test administration from a school in another Georgia system or who enrolled after the spring test administration began. If students were tested in another Georgia system, the records will be found in the students' permanent record folders which are maintained at the school. This information does not appear on computer file, since the students were not tested as part of the APS testing program. Students who were not enrolled from a Georgia public school until after the spring test administration began will be tested for the first time in the fall of 1983. In at least one instance, an APS student's test record was not on the computer file although the student passed the test and was included on the list provided the school in the fall. Therefore, in order to verify the count of the remaining students for whom no test record exists on the computer file, it will be necessary to check the school records for each of these students when school reopens.

Finally, there is the category for students covered by the policy and for whom there are test records. These figures provide the bases on which the percentages in the next two sections (Reading and Mathematics) are computed.

Classification of Students by Test Results

Students who took the BST at least once during the 1982-83 school year in an APS high school were classified into two categories: those who had passed by the end of the year and those who had not passed by the end of the year. Within these two classifications, students were further subdivided into a group of those who passed the first time they took the test and those who passed the second time they took it (i.e., on the retest).

Results in Reading

Passed Test by Year's End. Of the 3,981 regular education students who took the BST, 3,781 (or 95%) passed the reading subtest by the end of the year. In the special education category, 82 of the 218 students (37.6%) passed by the end of the year, and by year's end, 22 of the 27 bilingual students (81.5%) passed. Combined across all categories, 91.9 percent of the students who took the Reading subtest passed by year's end.

Not Passed by Year's End. The 341 (8.1%) students who had not passed the Reading subtest by year's end include 200 (5.0%) of the 3,981 regular students, 136 (62.4%) of the 218 special education students, and 5 (18.5%) of the 27 bilingual students.

Results in Mathematics

Passed Test by Year's End. On the mathematics subtest, 3,459 regular education students who took the BST had passed by year's end. This figure represents 86.9 percent. Of the special education students, 29.4 percent had passed by the end of the year, and 88.9 percent of the bilingual students had passed by year's end.

Not Passed by Year's End. The results for this category indicate that 522 students or 13.1 percent of the regular education students covered by the policy and who took the Mathematics portion of the BST, 154 or 70.6 percent of the special education students, and 3 or 11.1 percent of the bilingual students had not passed by the end of the year. A total of 679 students or 16.1 percent had not passed the mathematics subtest by year's end.

TABLE 22

PARTICIPATION AND RESULTS OF BST FOR FIRST YEAR'S ADMINISTRATION, 1982-83

Atlanta

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	4,682	93.4	289	5.8	38	0.8	5,009	100.0
Not covered by policy	591	12.6	63	21.8	10	26.3	664	13.3
Covered by policy	4,091	87.4	226	78.2	28	73.7	4,345	86.7
No test record	110	2.7	8	3.5	1	3.6	119	2.7
Test Record	3,981	97.3	218	96.5	27	96.4	4,226	97.3
READING								
Passed Test by Year End								
Passed first time taken	3,507	88.1	50	22.9	20	74.1	3,577	84.6
Passed retest	274	6.9	32	14.7	2	7.4	308	7.3
Total Passed	3,781	95.0	82	37.6	22	81.5	3,885	91.9
Not Passed by Year End								
Failed only time taken	40	1.0	9	4.1	2	7.4	51	1.2
Failed retest	160	4.0	127	58.3	3	11.1	290	6.9
Total Not Passed	200	5.0	136	62.4	5	18.5	341	8.1
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	2,972	74.7	42	19.3	24	88.9	3,038	71.9
Passed retest	487	12.2	22	10.1	0	0.0	509	120
Total Passed	3,459	86.9	64	29.4	24	88.9	3,547	83.9
Not Passed by Year End								
Failed only time taken	81	2.0	10	4.6	2	7.4	93	2.2
Failed retest	441	11.1	144	660	1	3.7	586	13.9
Total Not Passed	522	13.1	154	70.6	3	11.1	679	16.1

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Archer

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	130	87.2	19	12.8	0	0.0	149	100.0
Not covered by policy	19	14.6	5	26.3	0	0.0	24	16.1
Covered by policy	111	85.4	14	73.7	0	0.0	125	83.9
No test record	0	0.0	1	7.1	0	0.0	1	0.8
Test Record	111	100.0	13	92.9	0	0.0	124	99.2
READING								
Passed Test by Year End								
Passed first time taken	85	76.6	1	7.7	0	0.0	86	69.3
Passed retest	12	10.8	2	15.4	0	0.0	14	11.3
Total Passed	97	87.4	3	23.1	0	0.0	100	80.6
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	0	0.0	0	0.0
Failed retest	14	12.6	10	76.9	0	0.0	24	19.4
Total Not Passed	14	12.6	10	76.9	0	0.0	24	19.4
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	65	58.6	0	0.0	0	0.0	65	52.4
Passed retest	16	14.4	2	15.4	0	0.0	18	14.5
Total Passed	81	73.0	2	15.4	0	0.0	83	66.9
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	0	0.0	0	0.0
Failed retest	30	27.0	11	84.6	0	0.0	41	33.1
Total Not Passed	30	27.0	11	84.6	0	0.0	41	33.1

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Bass

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	136	96.5	5	3.5	0	0.0	141	100.0
Not covered by policy	32	23.5	4	80.0	0	0.0	36	25.5
Covered by policy	104	76.5	1	20.0	0	0.0	105	74.5
No test record	2	1.9	0	0.0	0	0.0	2	1.9
Test Record	102	98.1	1	100.0	0	0.0	103	98.1
READING								
Passed Test by Year End								
Passed first time taken	85	83.4	1	100.0	0	0.0	86	83.5
Passed retest	8	7.8	0	0.0	0	0.0	8	7.8
Total Passed	93	91.2	1	100.0	0	0.0	94	91.3
Not Passed by Year End								
Failed only time taken	5	4.9	0	0.0	0	0.0	5	4.8
Failed retest	4	3.9	0	0.0	0	0.0	4	3.9
Total Not Passed	9	8.8	0	0.0	0	0.0	9	8.7
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	71	69.6	0	0.0	0	0.0	71	68.9
Passed retest	9	8.8	0	0.0	0	0.0	9	8.7
Total Passed	80	78.4	0	0.0	0	0.0	8	77.7
Not Passed by Year End								
Failed only time taken	8	7.8	0	0.0	0	0.0	8	7.8
Failed retest	14	13.8	1	100.0	0	0.0	15	14.6
Total Not Passed	22	21.6	1	100.0	0	0.0	23	22.3

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Brown

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	164	94.8	9	5.2	0	0.0	173	100.0
Not covered by policy	27	16.5	2	22.2	0	0.0	29	16.8
Covered by policy	137	83.5	7	77.8	0	0.0	144	83.2
No test record	4	2.9	0	0.0	0	0.0	4	2.8
Test Record	133	97.1	7	100.0	0	0.0	140	97.2
READING								
Passed Test by Year End								
Passed first time taken	116	87.2	2	28.6	0	0.0	118	84.3
Passed retest	11	8.3	2	28.6	0	0.0	13	9.3
Total Passed	127	95.5	4	57.1	0	0.0	131	93.6
Not Passed by Year End								
Failed only time taken	1	0.8	0	0.0	0	0.0	1	0.7
Failed retest	5	3.8	3	42.9	0	0.0	8	5.7
Total Not Passed	6	4.5	3	42.9	0	0.0	9	6.4
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	95	71.4	1	14.3	0	0.0	96	68.6
Passed retest	15	11.3	2	28.6	0	0.0	17	12.1
Total Passed	110	82.7	3	42.9	0	0.0	113	80.7
Not Passed by Year End								
Failed only time taken	2	1.5	0	0.0	0	0.0	2	1.4
Failed retest	21	15.8	4	57.1	0	0.0	25	17.9
Total Not Passed	23	17.3	4	57.1	0	0.0	27	19.3

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Carver

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	186	93.9	12	6.1	0	0.0	198	100.0
Not covered by policy	30	16.1	3	25.0	0	0.0	33	16.7
Covered by policy	156	83.9	9	75.0	0	0.0	165	83.3
No test record	7	4.5	0	0.0	0	0.0	7	4.2
Test Record	149	95.5	9	10.0	0	0.0	158	95.8
READING								
Passed Test by Year End								
Passed first time taken	112	75.2	1	11.1	0	0.0	113	71.5
Passed retest	24	16.1	0	0.0	0	0.0	24	15.2
Total Passed	136	91.3	1	11.1	0	0.0	137	86.7
Not Passed by Year End								
Failed only time taken	1	0.7	0	0.0	0	0.0	1	0.6
Failed retest	12	8.1	8	88.9	0	0.0	20	12.7
Total Not Passed	13	8.7	8	88.9	0	0.0	21	13.3
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	89	59.7	0	0.0	0	0.0	89	56.3
Passed retest	10	6.7	0	0.0	0	0.0	10	6.3
Total Passed	99	66.4	0	0.0	0	0.0	99	62.7
Not Passed by Year End								
Failed only time taken	2	1.3	0	0.0	0	0.0	2	1.3
Failed retest	48	32.2	9	100.0	0	0.0	57	361
Total Not Passed	50	33.6	9	100.0	0	0.0	59	37.3

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Douglass

	Regular		Special Education		Bilingual		Total	
PARTICIPATION	No.	%	No.	%	No.	%	No.	%
10th Graders at Year End	424	96.1	17	3.9	0	0.0	441	100.0
Not covered by policy	19	4.5	5	29.4	0	0.0	24	5.4
Covered by policy	405	95.5	12	70.6	0	0.0	417	94.6
No test record	1	0.2	0	0.0	0	0.0	1	0.2
Test Record	404	99.8	12	100.0	0	0.0	416	99.8
READING								
Passed Test by Year End								
Passed first time taken	373	92.3	3	25.0	0	0.0	376	90.4
Passed retest	17	4.2	0	0.0	0	0.0	17	4.1
Total Passed	390	96.5	3	25.0	0	0.0	393	94.5
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	0	0.0	0	0.0
Failed retest	14	3.5	9	75.0	0	0.0	23	5.5
Total Not Passed	14	3.5	9	75.0	0	0.0	23	5.5
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	356	88.1	3	25.0	0	0.0	359	86.3
Passed retest	24	5.9	1	8.3	0	0.0	25	6.0
Total Passed	380	94.1	4	33.3	0	0.0	384	92.3
Not Passed by Year End								
Failed only time taken	4	1.0	0	0.0	0	0.0	4	1.0
Failed retest	20	5.0	8	66.7	0	0.0	28	6.7
Total Not Passed	24	5.9	8	66.7	0	0.0	32	7.7

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

East Atlanta

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	140	93.3	10	6.7	0	0.0	150	100.0
Not covered by policy	21	15.0	3	30.0	0	0.0	24	16.0
Covered by policy	119	85.0	7	70.0	0	0.0	126	84.0
No test record	3	2.5	0	0.0	0	0.0	3	2.4
Test Record	116	97.5	7	100.0	0	0.0	123	97.6
READING								
Passed Test by Year End								
Passed first time taken	103	88.8	1	14.3	0	0.0	104	84.6
Passed retest	5	4.3	3	42.9	0	0.0	8	6.5
Total Passed	108	93.1	4	57.1	0	0.0	112	91.1
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	0	0.0	0	0.0
Failed retest	8	6.9	3	42.9	0	0.0	11	8.9
Total Not Passed	8	6.9	3	42.9	0	0.0	11	8.9
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	92	79.3	2	28.6	0	0.0	94	76.4
Passed retest	4	3.4	0	0.0	0	0.0	4	3.3
Total Passed	96	82.8	2	28.6	0	0.0	98	79.7
Not Passed by Year End								
Failed only time taken	1	0.9	0	0.0	0	0.0	1	0.8
Failed retest	19	16.4	5	71.4	0	0.0	24	19.5
Total Not Passed	20	17.2	5	71.4	0	0.0	25	20.3

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Fulton

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	236	94.0	15	6.0	0	0.0	251	100.0
Not covered by policy	29	12.3	5	33.3	0	0.0	34	13.5
Covered by policy	207	87.7	10	66.7	0	0.0	217	86.5
No test record	4	1.9	0	0.0	0	0.0	4	1.8
Test Record	203	98.1	10	100.0	0	0.0	213	98.2
READING								
Passed Test by Year End								
Passed first time taken	159	78.3	1	10.0	0	0.0	160	75.1
Passed retest	35	17.2	4	40.0	0	0.0	39	18.3
Total Passed	194	95.6	5	50.0	0	0.0	199	93.4
Not Passed by Year End								
Failed only time taken	0	0.0	1	10.0	0	0.0	1	0.5
Failed retest	9	4.4	4	40.0	0	0.0	13	6.1
Total Not Passed	9	4.4	5	50.0	0	0.0	14	6.6
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	113	55.7	1	10.0	0	0.0	114	53.5
Passed retest	57	28.1	2	20.0	0	0.0	59	27.7
Total Passed	170	83.7	3	30.0	0	0.0	173	81.2
Not Passed by Year End								
Failed only time taken	3	1.5	1	10.0	0	0.0	4	1.9
Failed retest	30	14.8	6	60.0	0	0.0	36	16.9
Total Not Passed	33	16.3	7	70.0	0	0.0	40	18.8

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

George

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	278	96.9	9	3.1	0	0.0	287	100.0
Not covered by policy	76	27.3	5	55.6	0	0.0	81	28.2
Covered by policy	202	72.7	4	44.4	0	0.0	206	71.8
No test record	0	0.0	0	0.0	0	0.0	0	0.0
Test Record	202	100.0	4	100.0	0	0.0	206	100.0
READING								
Passed Test by Year End								
Passed first time taken	182	90.1	0	0.0	0	0.0	182	88.3
Passed retest	15	7.4	0	0.0	0	0.0	15	7.3
Total Passed	197	97.5	0	0.0	0	0.0	197	95.6
Not Passed by Year End								
Failed only time taken	1	0.5	1	25.0	0	0.0	2	0.1
Failed retest	4	2.0	3	75.0	0	0.0	7	3.4
Total Not Passed	5	2.5	4	100.0	0	0.0	9	4.4
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	156	77.2	0	0.0	0	0.0	156	75.7
Passed retest	24	11.9	0	0.0	0	0.0	24	11.7
Total Passed	180	89.0	0	0.0	0	0.0	180	87.4
Not Passed by Year End								
Failed only time taken	2	1.0	1	25.0	0	0.0	3	1.5
Failed retest	20	9.9	3	75.0	0	0.0	23	11.2
Total Not Passed	22	10.9	4	100.0	0	0.0	26	12.6

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Grady

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	160	86.5	23	12.4	2	1.1	185	100.0
Not covered by policy	34	21.2	5	21.7	1	50.0	40	21.6
Covered by policy	126	78.8	18	78.3	1	50.0	145	78.4
No test record	10	7.9	0	0.0	0	0.0	10	7.9
Test Record	116	92.1	18	100.0	1	0.0	135	93.1
READING								
Passed Test by Year End								
Passed first time taken	100	86.2	6	66.7	1	100.0	107	79.3
Passed retest	7	6.0	3	33.3	0	0.0	10	7.4
Total Passed	107	92.2	9	50.0	1	100.0	117	86.7
Not Passed by Year End								
Failed only time taken	1	0.9	0	0.0	0	0.0	1	0.7
Failed retest	8	6.9	9	50.0	0	0.0	17	12.6
Total Not Passed	9	7.8	9	50.0	0	0.0	18	13.3
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	85	73.3	4	22.2	1	100.0	90	66.7
Passed retest	15	12.9	1	5.6	0	0.0	16	11.9
Total Passed	100	86.2	5	27.8	1	100.0	106	78.5
Not Passed by Year End								
Failed only time taken	1	0.9	0	0.0	0	0.0	1	0.7
Failed retest	15	12.9	13	72.2	0	0.0	28	20.7
Total Not Passed	16	13.8	13	72.2	0	0.0	29	21.5

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Harper

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	303	94.7	17	5.3	0	0.0	320	100.0
Not covered by policy	24	7.9	4	23.5	0	0.0	28	8.8
Covered by policy	279	92.1	13	76.5	0	0.0	292	91.2
No test record	8	2.9	1	7.7	0	0.0	9	3.1
Test Record	271	97.1	12	92.3	0	0.0	283	96.9
READING								
Passed Test by Year End								
Passed first time taken	244	90.0	5	41.7	0	0.0	249	88.0
Passed retest	18	6.6	1	8.3	0	0.0	19	6.7
Total Passed	262	96.7	6	50.0	0	0.0	268	94.7
Not Passed by Year End								
Failed only time taken	2	0.7	1	8.3	0	0.0	3	1.1
Failed retest	7	2.6	5	41.7	0	0.0	12	4.2
Total Not Passed	9	3.3	6	50.0	0	0.0	15	5.3
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	202	74.5	4	33.3	0	0.0	206	72.8
Passed retest	38	14.0	2	16.7	0	0.0	40	14.1
Total Passed	240	88.6	6	50.0	0	0.0	246	86.9
Not Passed by Year End								
Failed only time taken	2	0.7	1	8.3	0	0.0	3	1.1
Failed retest	29	10.7	5	46.7	0	0.0	34	12.0
Total Not Passed	31	11.4	6	50.0	0	0.0	37	13.1

PARTICIPATION AND RESULTS OF BST FOR
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Mays

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	371	95.4	18	4.6	0	0.0	389	100.0
Not covered by policy	2	0.5	0	0.0	0	0.0	2	0.5
Covered by policy	369	99.5	18	100.0	0	0.0	387	99.5
No test record	3	0.8	1	0.0	0	0.0	4	1.0
Test Record	366	99.2	17	0.0	0	0.0	383	99.0
READING								
Passed Test by Year End								
Passed first time taken	354	96.7	4	23.5	0	0.0	358	93.5
Passed retest	4	1.1	4	23.5	0	0.0	8	2.1
Total Passed	358	97.8	8	47.1	0	0.0	366	95.6
Not Passed by Year End								
Failed only time taken	2	0.5	2	11.8	0	0.0	4	1.0
Failed retest	6	1.6	7	41.2	0	0.0	13	3.4
Total Not Passed	8	2.2	9	52.9	0	0.0	17	4.4
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	324	88.5	3	17.6	0	0.0	327	85.4
Passed retest	18	4.9	1	5.9	0	0.0	19	5.0
Total Passed	342	93.4	4	23.5	0	0.0	346	90.3
Not Passed by Year End								
Failed only time taken	3	0.8	2	11.8	0	0.0	5	1.3
Failed retest	21	5.7	11	64.7	0	0.0	32	8.4
Total Not Passed	24	6.6	13	76.5	0	0.0	37	9.7

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Murphy

	Regular		Special Education		Bilingual		Total	
PARTICIPATION	No.	%	No.	%	No.	%	No.	%
10th Graders at Year End	153	95.0	8	5.0	0	0.0	161	100.0
Not covered by policy	24	15.7	3	37.5	0	0.0	27	16.8
Covered by policy	129	84.3	5	62.5	0	0.0	134	83.2
No test record	4	3.1	1	0.0	0	0.0	5	3.7
Test Record	125	96.9	4	0.0	0	0.0	129	96.3
READING								
Passed Test by Year End								
Passed first time taken	102	81.6	1	25.0	0	0.0	103	79.8
Passed retest	10	8.0	0	0.0	0	0.0	10	7.8
Total Passed	112	89.6	1	25.0	0	0.0	113	87.6
Not Passed by Year End								
Failed only time taken	1	0.8	1	25.0	0	0.0	2	1.6
Failed retest	12	9.6	2	50.0	0	0.0	14	10.9
Total Not Passed	13	10.4	3	75.0	0	0.0	16	12.4
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	72	57.6	0	0.0	0	0.0	72	55.8
Passed retest	25	20.0	0	0.0	0	0.0	25	19.4
Total Passed	97	77.6	0	0.0	0	0.0	97	75.2
Not Passed by Year End								
Failed only time taken	1	0.8	1	25.0	0	0.0	2	1.6
Failed retest	27	21.6	3	75.0	0	0.0	30	23.3
Total Not Passed	28	22.4	4	100.0	0	0.0	32	24.8

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

North Fulton

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	110	75.4	5	3.4	31	21.2	146	100.0
Not covered by policy	8	7.3	2	40.0	8	25.8	18	12.3
Covered by policy	102	92.7	3	60.0	23	74.2	128	87.7
No test record	9	8.8	0	0.0	1	4.3	10	7.8
Test Record	93	91.2	3	100.0	22	95.7	118	92.2
READING								
Passed Test by Year End								
Passed first time taken	92	98.9	2	66.7	16	72.7	110	93.2
Passed retest	0	0.0	1	33.3	2	9.1	3	2.5
Total Passed	92	98.9	3	100.0	18	81.8	113	95.8
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	2	9.1	2	1.7
Failed retest	1	1.1	0	0.0	2	9.1	3	2.5
Total Not Passed	1	1.1	0	0.0	4	18.2	5	4.2
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	92	98.9	3	100.0	20	90.9	115	97.5
Passed retest	0	0.0	0	0.0	0	0.0	0	0.0
Total Passed	92	98.9	3	100.0	20	90.9	115	97.5
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	2	9.1	2	1.7
Failed retest	1	1.1	0	0.0	0	0.0	1	0.8
Total Not Passed	1	1.1	0	0.0	2	9.1	3	2.5

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Northside

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	293	94.5	17	5.5	0	0.0	310	100.0
Not covered by policy	15	5.1	1	5.9	0	0.0	16	5.2
Covered by policy	278	94.9	16	94.1	0	0.0	294	94.8
No test record	16	5.8	1	6.3	0	0.0	17	5.8
Test Record	262	94.2	15	93.8	0	0.0	277	94.2
READING								
Passed Test by Year End								
Passed first time taken	252	96.2	8	53.3	0	0.0	260	93.9
Passed retest	9	3.4	2	13.3	0	0.0	11	4.0
Total Passed	261	99.6	10	66.7	0	0.0	271	97.8
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	0	0.0	0	0.0
Failed retest	1	0.4	5	33.3	0	0.0	6	2.2
Total Not Passed	1	0.4	5	33.3	0	0.0	6	2.2
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	215	82.1	7	46.7	0	0.0	222	80.1
Passed retest	29	11.1	1	6.7	0	2.0	30	10.8
Total Passed	244	93.1	8	53.3	0	2.0	252	91.0
Not Passed by Year End								
Failed only time taken	3	1.1	1	6.7	0	0.0	4	1.4
Failed retest	15	5.7	6	40.0	0	0.0	21	7.6
Total Not Passed	18	6.9	7	46.7	0	0.0	25	9.0

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Price

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	171	91.9	15	8.1	0	0.0	186	100.0
Not covered by policy	27	15.8	2	13.3	0	0.0	29	15.6
Covered by policy	144	84.2	13	86.7	0	0.0	157	84.4
No test record	2	1.4	1	7.7	0	0.0	3	1.9
Test Record	142	98.6	12	92.3	0	0.0	154	98.1
READING								
Passed Test by Year End								
Passed first time taken	102	71.8	0	0.0	0	0.0	102	66.2
Passed retest	24	16.9	2	16.7	0	0.0	26	16.9
Total Passed	126	88.7	2	16.7	0	0.0	128	83.1
Not Passed by Year End								
Failed only time taken	7	4.9	1	8.3	0	0.0	8	5.2
Failed retest	9	6.3	9	75.0	0	0.0	18	11.7
Total Not Passed	16	11.3	10	83.3	0	0.0	26	16.9
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	98	69.0	0	0.0	0	0.0	98	63.6
Passed retest	30	21.1	1	8.3	0	0.0	31	20.1
Total Passed	128	90.1	1	8.3	0	0.0	129	83.8
Not Passed by Year End								
Failed only time taken	8	5.6	1	8.3	0	0.0	9	5.8
Failed retest	6	4.2	10	83.3	0	0.0	16	10.4
Total Not Passed	14	9.9	11	91.7	0	0.0	25	16.2

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Roosevelt

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	117	92.8	5	4.0	4	3.2	126	100.0
Not covered by policy	21	17.9	1	20.0	0	0.0	22	17.5
Covered by policy	96	82.1	4	80.0	4	100.0	104	82.5
No test record	4	4.2	0	0.0	0	0.0	4	3.8
Test Record	92	95.8	4	100.0	4	100.0	100	96.2
READING								
Passed Test by Year End								
Passed first time taken	77	83.7	2	50.0	3	75.0	82	82.0
Passed retest	5	5.4	0	0.0	0	0.0	5	5.0
Total Passed	82	89.1	2	50.0	3	75.0	89	87.0
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	0	0.0	0	0.0
Failed retest	10	10.9	2	50.0	1	25.0	13	13.0
Total Not Passed	10	10.9	2	50.0	1	25.0	13	13.0
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	56	60.9	2	50.0	3	75.0	61	61.0
Passed retest	10	10.9	0	0.0	0	0.0	10	10.0
Total Passed	66	71.7	2	50.0	3	75.0	71	71.0
Not Passed by Year End								
Failed only time taken	8	8.7	0	0.0	0	0.0	8	8.0
Failed retest	18	19.6	2	50.0	1	25.0	21	21.0
Total Not Passed	26	28.3	2	50.0	1	25.0	29	29.0

PARTICIPATION AND RESULTS OF BST FOR FIRST YEAR'S ADMINISTRATION, 1982-83

Smith

	Regular		Special Education		Bilingual		Total	
PARTICIPATION	No.	%	No.	%	No.	%	No.	%
10th Graders at Year End	156	91.2	14	8.2	1	0.6	171	100.0
Not covered by policy	40	25.6	2	14.3	1	100.0	43	25.1
Covered by policy	116	74.4	12	85.7	0	0.0	128	74.9
No test record	4	3.4	0	0.0	0	0.0	4	3.1
Test Record	112	96.6	12	100	0	0.0	124	96.9
READING								
Passed Test by Year End								
Passed first time taken	88	78.6	0	0	0	0.0	88	71.0
Passed retest	12	10.7	1	8.3	0	0.0	13	10.5
Total Passed	100	89.3	1	8.3	0	0.0	101	81.5
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	0	0.0	0	0.0
Failed retest	12	10.7	11	91.7	0	0.0	23	18.5
Total Not Passed	12	10.7	11	91.7	0	0.0	23	18.5
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	65	58.0	1	8.3	0	0.0	66	53.2
Passed retest	33	29.5	3	25.0	0	0.0	36	29.0
Total Passed	98	87.5	4	33.3	0	0.0	102	82.3
Not Passed by Year End								
Failed only time taken	1	0.9	0	0.0	0	0.0	1	0.8
Failed retest	13	11.6	8	66.7	0	0.0	21	16.9
Total Not Passed	14	12.5	8	66.7	0	0.0	22	17.7

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Sylvan

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	157	95.7	7	4.3	0	0.0	164	100.0
Not covered by policy	27	17.2	2	28.6	0	0.0	29	17.7
Covered by policy	130	82.8	5	71.4	0	0.0	135	82.3
No test record	0	0.0	0	0.0	0	0.0	0	0.0
Test Record	130	100.0	5	100.0	0	0.0	135	100.0
READING								
Passed Test by Year End								
Passed first time taken	115	88.5	1	20.0	0	0.0	116	85.9
Passed retest	10	7.7	1	20.0	0	0.0	11	8.1
Total Passed	125	96.2	2	40.0	0	0.0	127	94.1
Not Passed by Year End								
Failed only time taken	2	1.5	0	0.0	0	0.0	2	1.5
Failed retest	3	2.3	3	60.0	0	0.0	6	4.4
Total Not Passed	5	3.8	3	60.0	0	0.0	8	5.9
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	99	76.2	1	20.0	0	0.0	100	74.1
Passed retest	12	9.2	1	20.0	0	0.0	13	9.6
Total Passed	111	85.4	2	40.0	0	0.0	113	83.7
Not Passed by Year End								
Failed only time taken	2	1.5	0	0.0	0	0.0	2	1.5
Failed retest	17	13.1	3	60.0	0	0.0	20	14.8
Total Not Passed	19	14.6	3	60.0	0	0.0	22	16.3

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Therrell

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	299	93.7	20	6.3	0	0.0	319	100.0
Not covered by policy	37	12.4	6	30.0	0	0.0	43	13.5
Covered by policy	262	87.6	14	70.0	0	0.0	276	86.5
No test record	9	3.4	0	0.0	0	0.0	9	3.3
Test Record	253	96.6	14	100.0	0	0.0	267	96.7
READING								
Passed Test by Year End								
Passed first time taken	240	94.9	4	28.6	0	0.0	244	91.4
Passed retest	9	3.6	1	7.1	0	0.0	10	3.7
Total Passed	249	98.4	5	35.7	0	0.0	254	95.1
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	0	0.0	0	0.0
Failed retest	4	1.6	9	64.3	0	0.0	13	4.9
Total Not Passed	4	1.6	9	64.3	0	0.0	13	4.9
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	208	82.2	2	14.3	0	0.0	210	78.7
Passed retest	30	11.9	0	0.0	0	0.0	30	11.2
Total Passed	238	94.1	2	14.3	0	0.0	240	89.9
Not Passed by Year End								
Failed only time taken	3	1.2	1	7.1	0	0.0	4	1.5
Failed retest	12	4.7	11	78.6	0	0.0	23	8.6
Total Not Passed	15	5.9	12	85.7	0	0.0	27	10.1

PARTICIPATION AND RESULTS OF BST FOR FIRST YEAR'S ADMINISTRATION, 1982-83

Turner

	Regular		Special Education		Bilingual		Total	
PARTICIPATION	No.	%	No.	%	No.	%	No.	%
10th Graders at Year End	145	94.8	8	5.2	0	0.0	153	100.0
Not covered by policy	12	8.3	1	12.5	0	0.0	13	8.5
Covered by policy	133	91.7	7	87.5	0	0.0	140	91.5
No test record	4	3.0	0	0.0	0	0.0	4	2.9
Test Record	129	97.0	7	100.0	0	0.0	136	97.1
READING								
Passed Test by Year End								
Passed first time taken	117	90.7	2	28.6	0	0.0	119	87.5
Passed retest	9	7.0	1	14.3	0	0.0	10	7.4
Total Passed	126	97.7	3	42.9	0	0.0	129	94.9
Not Passed by Year End								
Failed only time taken	0	0.0	0	0.0	0	0.0	0	0.0
Failed retest	3	2.3	4	57.1	0	0.0	7	5.1
Total Not Passed	3	2.3	4	57.1	0	0.0	7	5.1
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	98	76.0	2	28.6	0	0.0	100	73.5
Passed retest	9	7.0	0	0.0	0	0.0	9	6.6
Total Passed	107	82.9	2	28.6	0	0.0	109	80.1
Not Passed by Year End								
Failed only time taken	1	0.8	0	0.0	0	0.0	1	0.7
Failed retest	21	16.3	5	71.4	0	0.0	26	19.1
Total Not Passed	22	17.1	5	71.4	0	0.0	27	19.9

PARTICIPATION AND RESULTS OF BST FOR
FIRST YEAR'S ADMINISTRATION, 1982-83

Washington

	Regular		Special Education		Bilingual		Total	
PARTICIPATION	No.	%	No.	%	No.	%	No.	%
10th Graders at Year End	367	93.9	24	6.1	0	0.0	391	100.0
Not covered by policy	44	12.0	2	8.3	0	0.0	46	11.8
Covered by policy	323	88.0	22	91.7	0	0.0	345	88.2
No test record	16	5.0	2	9.1	0	0.0	18	5.2
Test Record	307	95.0	20	90.9	0	0.0	327	94.8
READING								
Passed Test by Year End								
Passed first time taken	268	87.3	3	15.0	0	0.0	271	82.9
Passed retest	13	4.2	2	10.0	0	0.0	15	4.6
Total Passed	281	91.5	5	25.0	0	0.0	286	87.5
Not Passed by Year End								
Failed only time taken	16	5.2	1	5.0	0	0.0	17	5.2
Failed retest	10	3.3	14	70.0	0	0.0	24	7.3
Total Not Passed	26	8.5	15	75.0	0	0.0	41	12.5
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	222	72.3	4	20.0	0	0.0	226	69.1
Passed retest	47	15.3	4	20.0	0	0.0	51	15.6
Total Passed	269	87.6	8	40.0	0	0.0	277	84.7
Not Passed by Year End								
Failed only time taken	26	8.5	0	0.0	0	0.0	26	8.0
Failed retest	12	3.9	12	60.0	0	0.0	24	7.3
Total Not Passed	38	12.4	12	60.0	0	0.0	50	15.3

PARTICIPATION AND RESULTS OF BST FOR
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West Fulton

	Regular		Special Education		Bilingual		Total	
	No.	%	No.	%	No.	%	No.	%
PARTICIPATION								
10th Graders at Year End	186	93.9	12	6.1	0	0.0	198	100.0
Not covered by policy	23	12.4	0	0.0	0	0.0	23	11.6
Covered by policy	163	87.6	12	100.0	0	0.0	175	88.4
No test record	0	0.0	0	0.0	0	0.0	0	0.0
Test Record	163	100.0	12	100.0	0	0.0	175	100.0
READING								
Passed Test by Year End								
Passed first time taken	141	86.5	2	16.7	0	0.0	143	81.7
Passed retest	17	10.4	2	16.7	0	0.0	19	10.9
Total Passed	158	96.9	4	33.3	0	0.0	162	92.6
Not Passed by Year End								
Failed only time taken	1	0.6	1	8.3	0	0.0	2	1.1
Failed retest	4	2.5	7	58.3	0	0.0	11	6.3
Total Not Passed	5	3.1	8	66.7	0	0.0	13	7.4
MATHEMATICS								
Passed Test by Year End								
Passed first time taken	99	60.7	2	16.7	0	0.0	101	57.7
Passed retest	32	19.6	1	8.3	0	0.0	33	18.9
Total Passed	131	80.4	3	25.0	0	0.0	134	76.6
Not Passed by Year End								
Failed only time taken	0	0.0	1	8.3	0	0.0	1	0.6
Failed retest	32	19.6	8	66.7	0	0.0	40	22.9
Total Not Passed	32	19.6	9	75.0	0	0.0	41	23.4